

Your High School Days

DETJEN AND DETJEN

A revision of this text is under consideration by McGraw-Hill Company of Canada. Any revision could incorporate suggested changes recommended by the Department of Education in organization or content as well as an up-dating of general information.

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YOUR HIGH SCHOOL DAYS

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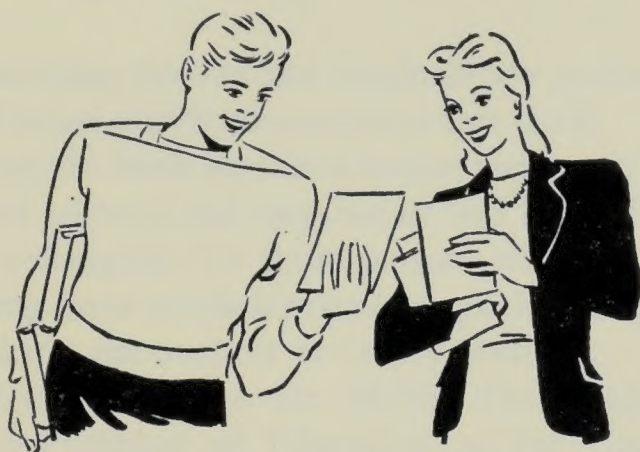
YOUR HIGH SCHOOL DAYS

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PREFACE

This series of lessons in educational and social guidance is intended for use in the early years of high school. It deals with the student's problems in becoming adjusted to senior high school and in making the most of the opportunities offered there. It embraces the questions of growing up, of living harmoniously with others, and of eventually choosing a suitable mate and establishing a happy home.

The contents are addressed directly to the student. At the close of each chapter are suggestions for further study and reading.

Various teaching devices and methods are proposed in the *Teacher's Manual* which accompanies this book.

The writing of a book is seldom begun and rarely continued to completion without the inspiration and help of interested friends and colleagues. To those persons who have provided the motivating force necessary to accomplish a long and arduous undertaking the authors are truly grateful.

Sincere thanks are due Dr. Hilda Threlkeld, Dean of Women and Professor of Education at the University of Louisville, for her reading and criticism of the manuscript. Dr. Threlkeld's confidence and her willingness to help have been of inestimable value. It is to her that the authors are indebted for their initial interest in the field of guidance and for the inspiration to write this book.

Mr. Herbert Detjen, Vocational Director, Berwick Public Schools, Berwick, Pennsylvania, used these lessons in his classes, commented on their effectiveness, and offered numerous constructive ideas. His encouragement and help are deeply appreciated.

Acknowledgment is also made to the authors and publishers who have so generously granted permission to use extracts from their copyrighted publications.

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Revised for use in Canadian schools by Gerald Allen,
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TO THE STUDENT

For a long time you have looked forward to going to high school, and now you are here! You may find many people and customs that are very different from those you have known in your earlier school years. Occasionally you may be confused and will wish that you might go back to your old school, where you did not have to learn so much that is new and strange.

But do not be discouraged. Feeling this way means you are growing up. Your world is expanding. You are being given more opportunities to make friends, to form your own ideas, and to learn to depend upon yourself. It may be a comfort to know that every grown-up person who seems so sure about everything has had to grow just this very same way.

You want to learn many things about your new school, your studies, your teachers, your friends, and last, but most important, about yourself. High school boys and girls like to ask a great many questions, but they often feel that older people are too busy to answer them. Two teachers who take time to listen to the questions their pupils ask have tried to write down many answers or to give directions for finding them. These they have put into this book to help the boys and girls in other schools.

In these pages you will find out what is supposed to go on in the home room that is different from what takes place in a classroom. You will learn how your class should be organized. You will obtain practical suggestions about how to study in order to make a good school record. You will explore the reasons why the subjects you take in high school are going to be very valuable to you. You will be helped to think wisely about the relationships you are forming with

other people—your parents, your teachers, your friends, and the boy or girl with whom you like to have dates. You may not be willing to admit that you are interested in good manners, but this book will help you to find out lots of things you wish to know in order to be at ease socially. You like to get the fullest enjoyment out of your leisure time, and you may have secret hopes of getting some paying work after school or during the summer. Here, too, are many helpful suggestions about both work and play. And, best of all, there is a whole chapter which will tell you how to become as grown-up as you would like to be.

When you have finished reading the book and talking over what it tells you with your parents, teachers, and classmates, you may not be “as wise as an owl,” but you will have found out a lot of things that you are very much interested in knowing right now!

HILDA THRELKELD

*Dean of Women and Professor of Education
University of Louisville*

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YOUR HIGH SCHOOL DAYS

I ABOUT ORGANIZING YOUR CLASS



OF WHAT VALUE ARE HOME ROOMS?

Your high school years will probably be among the happiest years of your life. They should also be among the most valuable. There is much to be learned in high school in addition to the formal training that you receive in classes. One of the most worth-while experiences comes through constant association with the same group of young people.

The home room was organized for the purpose of giving students a particular place in the building that they might regard as "home," a teacher whom they might look upon as an interested and sympathetic "parent," and the companionship of a group of boys and girls with common interests who could work, cooperate, and share their problems somewhat as a "family." Make the most of your opportunity to study the members of your home room and to know them well.

Cultivate their friendship. If your home-room teacher or class sponsor is an understanding person, as most teachers are, you will find in him a friend and adviser to whom you need not hesitate to go with any of your problems.

The home room offers an excellent opportunity to learn to express your own ideas and to respect the opinions of others, to work for the good of the group by participating in school drives, campaigns, ticket sales, and preparation of programs, and to take an active part in school government. Insofar as you share in all the activities of your group and do your part to make the meetings run smoothly, you will improve the morale of the school and help to make the home-room periods more interesting and enjoyable.

WHEN CAN I ASSUME LEADERSHIP?

By the time you enter senior high school you have almost reached maturity. You should no longer need the constant supervision and full-time guidance of a teacher. There are many occasions when, as a group or as individuals, you should be able to assume leadership responsibility. These occasions will increase in number and importance as you continue through school. Do not miss the opportunity to develop leadership ability in your home room. It is the one place where you can get the practice that will enable you to carry on with assurance and poise in any formal meeting.

The ability to conduct a meeting properly, to stand on your feet and express your ideas clearly, to make intelligent contributions to an open discussion, and to cooperate in making an organization function smoothly may not seem

tremendously important to you now. But the time will probably come when it will mean a great deal to be able to do these things. Administrative positions, places of importance in community life, and influential standing in fraternal and social organizations require leadership. There are very few people who are not at some time called upon to preside at a meeting, to make a motion, or to serve on a committee. The experience that you can gain in your school clubs, student government organizations, and home-room meetings may some day prove invaluable in college, vocational, civic, or social life.

WHAT QUALIFICATIONS ARE DESIRABLE IN CLASS OFFICERS?

The success of an organization depends largely upon the choice of efficient leaders. If members of the group have been together long enough to know each other well, an election of officers should be held as soon as possible. If, however, they are not well acquainted, it may be better to defer the election for a few weeks during which time the teacher may preside or a temporary chairman may be elected. The first meeting of the home room can well be spent in a discussion of the desirable qualifications of officers. An election committee may be appointed to prepare ballots and to be ready to distribute them and count the votes at an election held at the second home-room meeting. It is usually better to have the nominations made from the floor and the voting done by secret ballot.

The popularity of the candidates is too often the deciding factor in high school elections. Sometimes it is felt, too, that the students with the most outstanding records will make the

best officers. This is not necessarily true. Boys and girls who are conscientious, willing to work, and interested in the cause may develop leadership qualities if given a chance. Sometimes students with latent possibilities need only a little encouragement to make them better leaders than those with natural talent who never give much thought to the duties of their offices. In order that more of the students may have the valuable experience of leadership, class elections may be held quite frequently.

Many schools have definite eligibility requirements as to scholarship and citizenship for their student officers. Whether or not this is the case in your school, you should be extremely careful in your choice. The persons who are to direct the activities of your group should have poise, self-control, initiative, dependability, loyalty, good judgment, consideration for the rights of others, willingness to accept responsibility, interest in the welfare of the group, respect for authority, skill in expressing themselves, and ability to get along well with others.

WHAT ARE THE ESSENTIAL OFFICERS NEEDED?

Two officers are essential to the holding of meetings and the transaction of business—a presiding officer, or president, and a recording officer, or secretary. Most home rooms also have a vice-president to preside in the absence of the president and a treasurer to care for any funds which the group may have.

The president is expected to preside at all formal meetings. He may preside throughout the entire home-room period or he may conduct a brief business session at the

beginning of the meeting for announcements, committee reports, and any items of business, and then turn the meeting over to a committee or to the teacher for a guidance lesson. In order that other members may profit by the experience, the responsibility for assigning duties, conducting the lesson, and leading the discussions may be passed around among the students from week to week.

It is the duty of *the secretary* to record the minutes of the meeting; read the minutes of the previous meeting; read announcements; handle all correspondence and communications; report interesting home-room activities to the school newspaper; and give a report of the meeting to the principal in those schools in which such a report is required.

Capable officers are important, but they are helpless unless they have the respect, the good will, and the cooperation of the entire group. Sometimes, because of jealousy, pettiness, laziness, or indifference, members who do not themselves hold offices refuse to give the leaders the benefit of their ideas, suggestions, and active participation.

Those who are not elected to specific offices have an excellent opportunity to develop leadership qualities through the medium of discussions, interviews, reports, and committee work. Committees are of two general classes.

WHAT TYPES OF COMMITTEES SHALL WE HAVE?

Standing committees are appointed for the same length of time as the elected officers serve. They have certain definite functions to perform. The number and nature of the committees are determined by the needs of the particular group. Most home rooms have an attendance committee, a scholar-

ship committee, a welfare committee, a citizenship committee, and a social committee.

Special committees are chosen to perform specific duties and they function only until these tasks are completed. For example, a new program committee may be appointed each week to plan and organize the activities of the home-room



Maybe you're not a class officer, but you can develop leadership qualities by working with others on committees.

meeting. Advertising or publicity committees may be appointed from week to week to plan appropriate posters, room decorations, bulletin-board displays or blackboard notices to announce the coming lessons. The chairman of each committee should call the meetings necessary for planning the work of the committee.

WHAT IS "PARLIAMENTARY PROCEDURE"?

If a meeting is to be well conducted, the leaders must employ businesslike methods of handling problems. This necessitates their being familiar with the fundamental principles of parliamentary procedure.* The following are some

* The manner or method of conducting a meeting followed by a parliament. A parliament is any conference on public affairs.

of the procedures that should be observed by the presiding officer.

1. *The chairman* should stand at all times when he is addressing the meeting. He may be seated while the minutes are being read, while committee reports are being given, and during a program. But he should always rise when stating a motion, when putting the motion to a vote, when declaring the results, and when speaking on a question of order.
2. While presiding, the chairman should always refer to himself as “the Chair” and never as “I.”
3. The chairman must endeavor to be absolutely fair and impartial. He should recognize members quickly and in the order of their rising, if possible. He does this by looking directly at the member and calling him by name.
4. The chairman never has the right to make, second, or discuss a motion while presiding. If he wishes to take such a part in the meeting, he may request that the vice-president or some other member take the Chair temporarily.
5. It is the duty of the chairman to keep order, to decide points of order promptly, and to keep the debate on the motion or subject under discussion. If a student brings up a point that is not directly concerned with the business before the meeting at the time, the chairman may call him to order by saying, “You are out of order.”
6. When a question is once before the house, it must be adopted or rejected by a vote or be disposed of in some other way before any other subject can be intro-

duced. In order that all members may know what they are voting for, the chairman should repeat a motion exactly as it was originally worded. He must call for both affirmative and negative votes and must announce the results. The chairman may vote only when the vote is by ballot or in case of a tie.

The chairman is not the only one who should know and observe simple principles of parliamentary law. The following are some of the things which other members should remember:

1. When a member wishes to speak, he must rise and address the chairman as Mr. President or Mr. Chairman. If the presiding officer is a girl, she should be addressed as Madam President or Madam Chairman. The member should remain standing until the chairman recognizes him by calling him by name.
2. No one should make a motion or address the group until he has obtained the floor. One should not rise while another member has the floor. When two or more people rise about the same time, the one who addresses the president first is given the floor. Usually a member is not entitled to speak a second time on the same subject until all the others who wish to speak on the subject have had an opportunity to do so.
3. If an individual thinks that things are not being done in proper order, he may rise and, after being recognized, say, "I rise to a point of order." Then the president should say, "Please state your point of order." The member may make some such reply as, "The motion was out of order because there is already a motion before the house." The president must decide

and announce whether or not the correction is to be allowed by declaring, "The point of order is well taken. The Chair stands corrected (or the member is out of order)." The chairman then makes the necessary correction and the meeting continues. Or, he may say, "Your point of order is denied," and explain why.

4. A member may propose certain action by obtaining the floor and saying, "I move that . . .," and stating the action he wishes to have taken. Motions should always be carefully and clearly worded. Another member adds his approval to a motion by saying, "I second the motion." This is done without obtaining the floor and, in small meetings, without rising. Nominations need not be seconded. If a member decides to withdraw his motion, he must do so before the motion has been stated by the presiding officer. Only the one who made the original motion may withdraw it.

Only one main question can be before the meeting at one time. However, there are certain subsidiary motions concerning the main motion that may be considered before the main question is disposed of. These are motions to amend, to lay on the table, and to refer to a committee. A motion to amend is made when some member wishes to change the original wording of the motion. This may be done by saying, "I move that we amend the motion by inserting the words . . . following the word. . . ." A vote on the amendment is then taken. A motion may be laid on the table, or put aside for further discussion at a later time, by a majority vote. Such a motion may be made by saying, "I move that the motion be tabled." If the motion carries, the matter is disposed of until such a time as there is a motion and a vote that it be "taken

from the table.” When further information seems necessary before the group can act intelligently upon a question, a motion may be made to the effect that the chairman appoint a committee to investigate and report its findings at the next meeting.

When all discussions have been completed and all subsidiary motions have been taken care of, the chairman may say, “Are you ready to vote on the question?” If some member answers by saying, “Question,” the chairman restates the motion as it stands after all changes have been made. He then says, “All in favor of the motion signify by saying ‘Aye’ (by rising, or by raising the right hand).” The affirmative votes are counted. Then he says, “All opposed signify by saying ‘No’ (by rising, or by raising the right hand).” After the vote has been taken, the chairman may say, “The motion is carried,” “The motion is lost,” or “The motion is in doubt. Please vote again.”

WHAT IS THE ORDER OF BUSINESS AT MEETINGS?

The following order of business is quite generally used in home-room and class meetings:

1. *Call to order.* The chairman rises, sounds the gavel, and says, “The meeting will please come to order.”
2. *Reading of minutes of previous meeting.* After the meeting has come to order, the chairman says, “The secretary will read the minutes of the last meeting.” When the secretary has finished, the chairman says, “You have heard the minutes. Are there any additions or corrections?” Depending upon whether or not any corrections are suggested, he then says, “The minutes

are approved as read” or “The minutes are approved as corrected.” The secretary may then be called upon to read any announcements.

The secretary’s minutes should open with a statement that on a particular day and hour a certain kind of meeting (regular or special) of the class (naming it) was called to order by the president (or presiding officer), and that the minutes of the former meeting were read and approved or that for some reason their reading was omitted. All committee reports, all motions that were not lost or withdrawn, and all other proceedings of the meeting should be recorded. The time of adjournment should also be mentioned.

3. *Report of the treasurer.* If there is a treasurer, he should report periodically, showing the amount received at the beginning of the period, receipts and expenditures during the period, and the amount on hand at the time of the report. The chairman calls for this report by saying, “We will hear the treasurer’s report.” After the report he says, “You have heard the report. Are there any additions or corrections?” Then he continues, “The treasurer’s report is accepted as read (or as corrected).”
4. *Reports of committees.* The presiding officer calls for reports from the chairman of each of the standing and the special committees. After the chairman of each committee has answered any questions regarding his report, the presiding officer says, “The . . . committee’s report is accepted.”
5. *Old business.* At this point in the meeting the chairman says, “Is there any old or unfinished business?”

Motions deferred from a previous meeting may be re-stated and reconsidered at this time. After other old business has been attended to, a member may move that a tabled motion be "taken from the table."



If you are the chairman of any committee, you will have to make a report on the work of your group, answer any questions asked about it, and obtain the approval of the presiding officer.

6. *New business.* The chairman may then say, "Is there any new business?" and may entertain any motions which are made.
7. *Program.* At this time the chairman may turn the meeting over to the teacher or the chairman of a special committee by saying, "The Chair now turns the meeting over to . . . for the day's program (or lesson)." After the program the chairman again takes charge.
8. *Adjournment.* In a formal meeting the chairman may say, "I shall entertain a motion for adjournment." A member may say, "I move that we adjourn." The motion is then seconded, voted upon, and the result

announced by the chairman. Such a procedure is out of place in a home-room meeting that is terminated by the bell at the close of the period. In such cases, the chairman simply says, "The meeting is adjourned."

ARE YOU MATURE ENOUGH FOR SELF-GOVERNMENT?

Ability to do and say the correct thing at a formal meeting should be a part of the training of every high school student. When heckling and misconduct are tolerated and when the group cannot maintain order during a meeting without the teacher's having to interfere, it is proof that the students are too immature for any form of self-government. Fortunately, most high school students have enough sense of responsibility to conduct their meetings in a well-organized and business-like manner and thus to avoid confusion and loss of time.

Whether the lessons in this book are used in classes or in home-room meetings, it is quite possible for you, with the approval of your teacher, to do much of the planning and preparation. All members, and not just a few, should participate in the student activities at the close of each chapter. Some ingenious members will probably be able to plan a number of other projects in connection with each lesson.

Young people of your age are confronted with many difficulties, some of which can be solved simply by frank and thoughtful discussions with teachers and classmates. The following chapters of this book deal with problems that are common to most high school boys and girls. No doubt you will be able to suggest other topics, activities, and original ideas that will make the lessons more beneficial to your particular group.

LEARNING ABOUT YOUR SCHOOL AND CLASSMATES

1.

If you do not know your classmates, take time to become acquainted with them. Teachers frequently use a seating chart as a means of learning the names of members of their classes quickly. If there is a definite seating arrangement, a chart may be drawn on the blackboard showing the names of pupils in their proper places. Find out, also, where members of your home room live, what they do outside of school, and what their special interests and talents are.

2.

Study the rules and regulations of the school as given in the school handbook. Discuss the reasons for each rule.

3.

Make a list of the problems that most commonly confront new pupils in a senior high school. Discuss the solution of these problems.

4.

Make an accurate sketch of the floor plan of the school building, showing all important offices and rooms and giving room numbers.

5.

Ask your teacher or an upperclassman to tell the group something about the traditions, the achievements, and the early history of the school, including the beginnings of various departments and the origin of certain student activities.

6.

Invite members of each of the school clubs and student government organizations to visit your group and to give brief

descriptions of their activities and the requirements for membership.

7.

Discuss ways in which a person may become a leader of a group, even though he is not an officer.

8.

Discuss the standing committees which you have seen function in other home rooms, the purpose which they served, and their value to the class and the teacher. Decide upon the nature of any committees which could be of service to your present home room. Outline in detail the duties which these committees should be expected to perform.

9.

Prepare slips of paper, each containing some parliamentary terminology—such as “obtaining the floor,” “tabling a motion,” and “rising to a point of order”—and pass them out among the members of the class. Each person may then be asked to demonstrate the correct procedure called for on the slip that he holds.

10.

Put into practice some of the principles of parliamentary law which you have learned by having different members of the class act as chairmen while the remainder of the group bring up real or imaginary business, make motions, amend motions, rise to points of order, etc.

In the list of books that follows you will find more information on getting along with your classmates, conducting meetings, organizing groups, and being a leader in school organizations.

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2

ON THE VALUE OF GOOD SCHOOL RECORDS



On the first day of your high school career you began to make a permanent record for yourself. This record may some day decide your fate when you apply for your first job, or it may determine whether or not you will be allowed to enter the college of your choice. It may be the opening wedge to your financial or vocational success, or it may prove to be a source of embarrassment and hindrance to your progress.

HOW DO GOOD GRADES AFFECT YOUR SCHOOL LIFE?

Success in school work can hardly be separated from an all-round happy school life. You cannot really enjoy playing a game until you have learned the rules and have become proficient enough to be able to win. Neither can you become truly interested in your school work until you have put forth sufficient effort to master the work and to gain your reward

in the form of good grades or of the satisfaction of a job well done. Achievement in school not only brings self-satisfaction, but it also wins for you the respect and the good will of your teachers and classmates. Nothing inspires the faculty's esteem more quickly than ambition and hard work.

Perhaps at the present time you are more concerned about having fun than about making a good school record. Remember that your good times often depend upon what you have done to deserve them. The boy who has a good standing in his classwork is the one who is excused from school to attend the basketball tournament or to accompany the glee club or the football team to another city. Special favors are granted to those who earn them. Your scholarship, attendance, and citizenship records are not only being recorded on a form in the school office, but they are also being registered on the principal's mind. The impression which you are building up in the memory of the faculty may determine the privileges which you may enjoy or the consideration which you may expect at some later time.

It is important that you start your high school career with the very best work of which you are capable. The studies of each succeeding year are often based on the ones that have gone before. If you get a poor start, you will find it increasingly difficult to improve your standing. A recent study showed that of all the boys who had failed in from one to three of their ninth-grade subjects, only 38 percent continued in school until graduation. Only 11 percent of the entire group reached the senior year without any additional failures. The 11 percent represent the exceptional students who were sensible enough to recognize their mistakes and

to study harder. The other 89 percent serve to prove that habits are very difficult to change. Poor students in high school generally become poor students in college. It is a well-known fact that in most instances those who make the lowest grades are the ones who stop school before graduation. Your school record is a fairly good indication of how long you may continue your education. If you expect to attain a high level in life, you will have to start while in school.

WHAT HONORS MAY YOU RECEIVE FOR GOOD GRADES?

It is far better to look ahead with a purpose than to look back with regret. On graduation day many boys and girls think back over their high school careers and wonder why they did not use their time more wisely and win the award or the honor that is given to some classmate who is no more capable than they.

In Canada almost all secondary schools have annual awards for which the top students may compete. The winner of one of these is publicly honored at the commencement or prize day of the school, and his name is then added to the tablet, or scroll, bearing the names of previous winners of the same award. The boy or girl who is able to earn this type of permanent recognition has won for himself and for his family after him a record in the school community which will not fade with the years. It is by working from the start with the specific purpose of earning such recognition that honors are won. Time well spent in high school will not only mean looking back with satisfaction; but it will also provide a good foundation for looking ahead with a definite plan to the goals which are still to be achieved.

DO HIGH SCHOOL GRADES AFFECT COLLEGE LIFE?

It is difficult for young people to look ahead and to realize that the hard work which they do today will bring a reward in the future. Those who expect to attend college cannot begin too soon to make their plans, for some colleges are very strict in their entrance requirements. Higher educational institutions in Can-



If you are expecting to attend college, begin to make plans as soon as possible.

ada admit only those who have obtained standing on provincial departmental examinations sufficient to have earned them Junior Matriculation or Senior Matriculation. Three of these, the University of Toronto, the University of Saskatchewan, and the University of Alberta, admit only those with Senior Matriculation. The

other colleges and universities in Canada will admit holders of either Junior or Senior Matriculation, but where the student enters with the Junior standing only, one additional year of attendance is required before the graduation degree may be received. Another condition of entrance to most courses in Canadian universities is an acceptable selection of subjects in which the student has obtained standing during his secondary school days. In the later years of his

secondary school attendance, the student must be careful to see that he is taking the particular subjects required for the college course which he later hopes to enter. Then, too, the colleges insist on a higher standing than a bare pass in the subjects which they consider basic to the college course intended, and they reserve the right to refuse any application for admission where the standing of the student falls below a certain minimum. It is seen thus that the mere holding of Junior or Senior Matriculation is not enough. Recently, the president of the largest university in Canada indicated in his annual report that serious consideration was being given to the idea of having the principal and staff of the secondary school submit a confidential report before a student's application for enrollment be accepted or rejected. If this is started, the entire secondary school record of the student and not just the standing in the last years will be important.*

If you aspire to obtain a college scholarship, it is again necessary that you start early in your high school career to establish a good scholastic record and a good reputation in every sense of the word. The requirements for obtaining scholarships are numerous and varied, but good marks usually play an important part. Although many young people are interested mainly in the financial aid, it is also an honor to receive most scholarships. Employers usually look with greater favor upon a college education attained with the help of a scholarship, because they realize that training

* For information regarding college-entrance standards, read the calendar of the college concerned. These are published once each year, and you may either examine a copy in your school library or have your teacher address a written request to the registrar of the college concerned.

obtained in this way is earned by the student's own merit and achievement.

Most pupils fail to take their report cards seriously. They overlook the fact that the monthly grades help to make up the permanent record which will be left in the school for all future reference. It is easy to explain that you made a failing grade in science this month because your notebook was lost or because you have been absent and were not able to study for the test. Ten years from now, when you are not there to offer alibis, the same grades will stand as silent testimonies of the work that you did or did not do. Prospective employers will study the record just as it is. Even if they know that you are intelligent enough to have done better, they will not be favorably impressed by the fact that you made poor marks because you attended too many dances and movies or because you did not like certain teachers.

WHAT EFFECT DO GRADES HAVE ON YOUR FUTURE JOB?

High school graduates seeking employment for the first time are not penalized for lack of work experience. They cannot be expected to have had such experience so soon after graduation. Those who have no previous employer to whom they can go for recommendation, however, must refer to principals and teachers for statements concerning their work habits, their training, and their skills. Principals are constantly being asked to show the school records of persons who are making applications for positions. Some firms make it a practice to investigate an applicant's school rating even though he may have been out of school for years. It is

quite the usual thing for applicants to be asked where they last attended school.

Naturally, employers want to get the best possible workers for the salaries they pay. Because they realize that, other things being equal, the person with the highest marks in scholarship, citizenship, and attendance is likely to be the best risk, businessmen and employment managers are turning more and more to school records as a means of selecting their employees. Before graduation day employers frequently contact school officials for names of seniors who have done outstanding work. Recently an executive of a large manufacturing concern made the statement that he could form a fairly accurate opinion of how a young person would work on a job by looking over the record of his past performance. "A boy or girl with a good attendance record in high school," he said, "is far more likely to be regular and prompt in getting to work than one with a poor record." Employers know that there is no reason to believe that a person who has made a poor showing throughout high school is suddenly going to change all his habits when he starts to work. One who is careless in handling school assignments will very likely do careless and inaccurate work on the job.

Leadership ability and ability to get along with people can be predicted by investigating a student's participation in school activities, such as clubs, debating teams, athletics, and student government organizations. Marks in conduct, courtesy, cooperation, and industry on the permanent school record help to complete the picture of the applicant. While employers are interested in knowing what marks a student has earned, they are just as much interested in knowing something about his personality and disposition.

RATING SHEET FOR HIGH SCHOOL STUDENTS ¹

NAME.....

TESTS	Name of Examination	Date Given	Point Score	I.Q.	

Mention any aptitudes or special interests, *e.g.*, music, mathematics, mechanics, etc.....

.....

Trait Characteristics					
INFERIOR		BELOW AVG.	AVERAGE	ABOVE AVG.	SUPERIOR
I. INDUSTRY Willingness to Work, Effort, Work Habits, Zeal, Perseverance, Energetic Attention.	Lazy. Little or no effort.	Seldom completes required work.	Usually does work that is required.	Works regularly. Occasionally does extra work.	Takes on additional tasks.
	Careless. Work al- ways incomplete.	Expresses ideas inaccurately, care- lessly.	Work usually com- pleted and fairly accurate.	Careful work. Accurate.	Very careful. Very thorough.
II. THOR- OUGHNESS Accuracy, Carefulness, Definiteness.					

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III. INITIATIVE

Intellectual
Curiosity,
Willingness
to Attempt
New Ideas,
Original.

IV. RELIABILITY

Dependability, Trustworthiness,
Ability to get along without supervision,
Honesty.

V. COOPERATION

Ability to get along with others,
Adaptable,
Tactful,
Agreeable,
Cheerful.

VI. EMOTIONAL CONTROL

Poise, Moodiness, Overemotional.

Never tries anything new.	Seldom originates any work. Follows others.	Sometimes attempts new ideas.	Often initiates undertakings.	Marked ability to think for himself. Carries out ideas.
Neglects promises, obligations, and appointments. Dishonest.	Often needs supervision.	Reliable on most occasions. Has to be prompted.	Willing to assume obligations. Keeps appointments.	Thoroughly dependable.
Disagreeable. Antagonistic.	Slow to respond. Not willing to help.	Usually agreeable. Generally willing to help.	Happy in teamwork. Always agreeable.	Eager to do more than required.
Very poor control of emotions.	Occasionally loses self-control.	Fairly well balanced. Good control of emotions.	Well balanced. Good poise.	Unusual poise.

RATING SHEET FOR HIGH SCHOOL STUDENTS (Continued) **Trait Characteristics (Continued)**

	INFERIOR	BELOW AVG.	AVERAGE	ABOVE AVG.	SUPERIOR
VII. LEADER-SHIP Confidence, Initiative, Good Judgment, Entering, Respected, Has a following.	Shuns responsibility.	Prefers plans of others. Seldom leads.	Will take responsibility if asked. Leads in minor activities.	Often shows initiative. Arouses enthusiasm.	Good judgment. Accepted by others as genuine leader.
	Poor health. Weak physically.	Uncertain health. Not strong.	Good health.	Strong.	Active, vigorous, forceful.
	Very slow to learn. Lowest fifth.	Needs to make extra effort to keep up.	Average intelligence.	Quick to grasp subject.	Brilliant. Highest fifth.

VIII. PHYSICAL VITALITY
 Health, Vigor, Endurance, Force.

IX. INTELLECTUAL CAPACITY
 Intelligence, Natural Ability to Succeed in School Work.

X. SCHOLASTIC ACHIEVEMENT
Grades, Performance, Results.

Often fails.	Barely does passing work.	Average grades.	Gets good results.	Gets highest grades.
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XI. PROSPECT AS COLLEGE STUDENT
Predictions as to success in College.

Should not attempt college.	Will have some difficulty in college.	Should have average success.	Should do good work.	Should rank in upper fourth.
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XII. PROSPECT AS AN EMPLOYEE
Recommendations for noncollege work.

A poor risk.	Might make good if conditions right.	With usual conditions should make good.	A good prospect.	Should make excellent employee.
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INSTRUCTIONS—Rate the student by placing (X) in the space reserved for that purpose. Comments may be inserted in space provided.

Each teacher rates his students on the 12 individual traits, and the office helpers make a composite copy of all the markings on a cardboard identical to this sheet. Each student is rated once a year.

When a personnel manager telephones or sends a questionnaire to the principal regarding a student, he usually asks such questions as these: "Is he a good student?" "Is he a good worker?" "Is he dependable?" "Is he cooperative?" "Is he honest?" "Is he a trouble-maker?" "Does he create dis-



Your employer will want to look at your high school record, because he knows that if you did poor school work you will also be careless on the job.

satisfaction?" "Does he follow instructions cheerfully?" Because so many businessmen are coming to rely on the schools for answers to these questions, schools everywhere are beginning to use rating scales, which help them to answer questions quickly and accurately.

The chart shown on pages 26-29 is typical of those used in American schools. In the province of Ontario, the Guidance Branch of the Department of Education suggests a rating of students, and the individual guidance folders in general use there include a rating scale of this type for the use of the interviewer. Many large employers of school graduates in

Canada now have in use a confidential report form of this type; they request that it be filled out by the principal or staff of the school before they decide to employ the student. In some cases, experiments have been made in having students rate one another on rating scales of this kind. When done in a serious mood, they prove remarkably consistent in drawing attention to evident strong and weak points in the character, attitude, and performance of the student rated. While rating scales can never measure as exactly as formal examinations, they do serve a very useful purpose.

ARE YOU AN INDIVIDUAL OR A FILE CARD?

Whether or not your school keeps a permanent rating scale for each of the students, it is important that you make a good impression upon the staff. Sometimes when requests for records come to a school office, a principal or a teacher may say, "Oh, yes, I remember that boy quite well. He was one of the finest students we ever had; he had a very pleasing personality and was quite a leader among the students. I want to give him a good recommendation." Or, in answer to another request, the same person may say, "Sue James—that is just a name to me. According to this record, she was in my class for two terms, but I cannot seem to remember a thing about her."

Endeavor to be more than a name in a file. Take every opportunity to be outstanding in your classwork, in extra-curricular activities, and in your relations with your teachers and classmates. Try to be one of those persons who will be pleasantly remembered long after leaving school. Perhaps outside work or circumstances at home have prevented your grades from being as high as they might otherwise have

RATING SHEET FOR OFFICE EMPLOYEES (GROUPS C & D)¹

(The figure above each item checked is the score. Group D employees are rated on all items; Group C, on all except Judgment and Responsibility. For an increase in salary, Group D employees must score 34 points; Group C employees, 24.)

Name _____	Job Classification _____	Department _____	Date _____		
QUANTITY OF WORK Consider amount of work accomplished and promptness with which it is done.	2 Limited accomplishment.	4 Not quite average output.	6 Satisfactory (average) output.	8 Better than average accomplishment.	10 Accomplishes unusually large volume of work.
QUALITY OF WORK Consider accuracy and thoroughness.	2 Unsatisfactory quality.	4 Not quite average quality.	6 Satisfactory (average) quality.	8 Better than average quality.	10 Rarely makes an error and is very thorough.
INDUSTRY AND INITIATIVE Consider application to duties, self-reliance, and need for supervision.	1 Indifferent; needs constant supervision.	2 Requires some urging. Seldom does anything without specific instructions.	3 Steady average worker.	4 Unusually hard, steady worker; needs little supervision.	5 Always "on his toes." Needs minimum supervision. Gets job done and looks for more work.
COOPERATION Consider ability to get along with fellow workers, supervisors, and personnel of other departments, and to win their cooperation.	1 Hard to get along with.	2 Some friction with others.	3 Gets along all right with others. (Average.)	4 Gets along very well with others; wins their cooperation.	5 Extraordinarily cooperative and helpful.

IMAGINATION		1	2	3	4	5
Consider ability to make practical suggestions for doing things in new and better ways.		Never makes suggestions.	Rarely makes suggestions.	Occasionally makes good suggestions.	Makes many practical suggestions.	Very original.
ABSENCES AND TARDINESS		1	2	3	4	5
Consider absences and tardiness.		Is frequently tardy or absent.	Careless about attendance and tardiness.	Satisfactory attendance and punctuality.	Rarely tardy or absent.	Almost never tardy or absent even when this requires personal sacrifice.

RATE ONLY GROUP D EMPLOYEES ON THE FOLLOWING ITEMS:

JUDGMENT		1	3	5	8	10
Consider judgment in making decisions and discretion in handling confidential matters.		Limited judgment and discretion.	Sometimes makes hasty judgments or speaks without thinking.	Average judgment and discretion.	Better than average judgment and discretion.	Unusually sound judgment and discretion.
RESPONSIBILITY		1	3	5	8	10
Consider ability and willingness to take responsibility.		Avoids responsibility.	Accepts responsibility with some reluctance.	Accepts responsibility willingly.	Accepts responsibility eagerly.	Realizes that responsibility "makes" him, and reaches out for it.

SCORE
C EMPLOYEE _____
D EMPLOYEE _____

Based on my above rating of this employee and the score attained,

I recommend an increase } from _____ to _____
 I recommend no increase }
 (Cross out the line which is not applicable)

Department Head _____

Approved }
 Disapproved }
 (Cross out one) _____ For Branch Mgr.

been. At least you can make it possible for your principal to be able to say that you applied yourself conscientiously and always worked to the best of your ability.

Everyone agrees that grades in themselves are not the goal for which one should strive. They are, however, tangible evidence of the work that a student has done. Education is the particular business in which you are at present engaged, and the extent to which you have attended to this business will be shown by the kind of record which you will have produced at the end of your high school career. Of course this record cannot be compiled in one sweeping stroke during your last semester of high school. It is being written day by day, period by period, with each lesson that you study, with each theme that you write, and with each notebook that you prepare.

When the lessons are difficult and you become discouraged, remember that tomorrow's success may come through today's work. And when you sometimes fail to get as high a grade as you think you should have had, be assured that there is something more important than your written record. The physical record may be lost or destroyed, but the real value remains in the form of the knowledge, the skills, the ability, and the work habits which you are actually acquiring and which are simply represented by the office record.

PROVING THAT SCHOOL GRADES COUNT

1.

Estimate the financial loss to a student who fails one or more subjects and is forced to graduate a year late. Assum-

ing that this student could have obtained immediate employment after graduation, enumerate the things which he might have been able to do with the money he could have earned in that length of time.

2.

If you have made above-average marks during your first year of high school, tell why you have been interested in making good records.

3.

Mention some of the predictions that teachers and employers are usually able to make from students' school records.

4.

Investigate the prizes and awards offered for distinction in scholarship, sports, debating, dramatics, glee club, orchestra, band, and newspaper work in your school. Find out what trophies, cups, plaques, and honors are presented annually to graduates and undergraduates so that interested members of the class may plan to compete for them.

5.

If you hope to go to college, have your class secretary or your teacher send for a copy of the current calendar. While the supply of these does not permit sending them to all individual students, it will be quite easy to get one for your group.

6.

Interview employment managers in several different fields of work to determine what importance they attach to high grades when hiring workers. Ask them what qualities and

achievements they consider most valuable in their employees. Be prepared to report your findings to the class.

7.

Invite a local executive or personnel manager to speak to the class concerning the use of grades and school records in employing inexperienced workers.

8.

If your school has a personality rating scale similar to the one shown on pages 26–29, get copies from the office and study them in class. Try to determine how, in view of your present standing, this form will be filled out for your own permanent record.

9.

Compare the rating scale used in your school with a typical rating sheet used in the personnel department of some industry. (Obtain copies from a local business concern or use the one on pages 32–33.) Discuss the qualities which are considered important both in school and in business and the opportunities which young people have while in school to develop the characteristics which will make them valuable to employers.

In the list of books that follows you will find more information on the importance to you now and later of making a good record in high school.

BLISS, WALTON B., *Personality and School*, Allyn & Bacon, Boston, 1938, pp. 349–355.

DETJEN, MARY FORD, and ERVIN W. DETJEN, *Your Plans for the Future*, McGraw-Hill Book Company, Inc., New York, 1947, Chaps. 1, 4, 6.

ENDICOTT, FRANK S., *One Hundred Guidance Lessons*, International Textbook Company, Scranton, Pa., 1937, pp. 18–19.

- FALK, ROBERT D., *Your High School Record—Does it Count?*
South Dakota Press, Pierre, S. D., 1943.
- MEYER, WALTER E., and CLAY COSS, *The Promise of Tomorrow*,
Civic Education Service, Washington, D. C., 1938, pp. 224–225.
- SORENSEN, HERBERT, and MARGUERITE MALM, *Psychology for Living*,
McGraw-Hill Book Company, Inc., New York, 1947,
Chap. 15.

3

REGARDING A CHOICE OF SUBJECTS



WHAT'S THE USE?

Very often high school students find themselves wondering why they have to be subjected to the torture of studying certain subjects which they think can be of no earthly use to them. "What's the use of studying science when I'm going to be a stenographer?" or, "I'm going to be a mechanic. What good will history do me?" they ask.

All schools have specific subject requirements for graduation. Authorities in the field who have studied the educational needs of most people have found that of all the possible things which might be taught to people of high school age, there are certain subjects which will be of the greatest value to the greatest number. Because all persons need a working knowledge of English, a certain degree of proficiency in mathematics, an acquaintance with the simple

basic principles of science, and an understanding of the social relations of people, courses along these lines have been prescribed for high schools.

HOW DO YOU SELECT YOUR SCHOOL SUBJECTS?

Aside from those subjects which are "musts" for graduation, most high schools allow their students to elect other subjects which especially appeal to them. It is in the selection of these elective subjects that young people often use poor judgment. Many boys and girls have no better reason for taking a subject than that they have been told that it is easy or that their friends are going to take it. Subjects are frequently elected simply because pupils want to have certain teachers or avoid other teachers. A course may be taken on the basis of a suggestion from a relative, a friend, or an acquaintance who studied it 10 years ago and found it easy or interesting. Sometimes subjects are actually chosen because popular students of the class are taking them and it seems to be the socially correct thing to do.

To boys and girls the future seems far less important than the immediate present. Too often they choose their high school subjects to satisfy a whim of the moment without looking 3 or 4 years ahead. But those who make unwise choices will find it hard to compete with their more far-sighted classmates. It has been estimated that 60 percent of high school students take college preparatory courses, but only about 15 percent of those who graduate eventually enter college. The college preparatory students who do not go to college have less to offer an employer than do those of equal ability who have studied more practical subjects.

DO YOU CONSIDER YOUR OWN NEEDS IN TAKING COURSES?

Different students have different abilities, aptitudes, and interests. Certainly no standardized course could meet the needs of all of them. Programs of study should be planned to suit individuals. If you are looking forward to a career in a certain field, you should choose the subjects which will give you the best preparation for entrance into that field. It is not a good policy to be constantly changing from one course of study to another. However, if you feel that you have made a poor choice, it is much better to make a change than to continue in a course which was chosen without sufficient thought or purpose.

No matter what you may learn, you will probably some day find a use for it. A lawyer once said that he won a case because of some facts he had learned in a school shop course which he had taken somewhat by chance. Many of the things that are learned in high school have a direct and immediate value. Knowledge which adds to your conversational ability and to your understanding of the things which you read and see about you every day can be appreciated and enjoyed at once. It is quite obvious that the skills acquired in the sewing, cooking, shop, and typewriting classes are useful and valuable. Their relation to everyday living and to vocational life can readily be seen. But some students resent having to take subjects of which the value is not so clear to them. Naturally, it is much easier to put yourself wholeheartedly into the study of a lesson when you can see the need for it.

Various subjects are valuable chiefly because they eliminate superstitions and ignorant practices, because they prepare people to meet the public successfully, because they

teach people to run a home efficiently, or because they show people how to live healthfully. Frequently the study of a particular subject must precede the study of other, more advanced, courses in high school or college. Such a subject is said to have a "prerequisite" value. For example, algebra is a prerequisite to the study of trigonometry. Bookkeeping is a prerequisite to the study of accounting.

WHY MUST ENGLISH BE STUDIED SO LONG?

Because it takes a long time to become proficient in the use of our language, boys and girls are required to study English every year in most schools. It is universally agreed that English is the one subject which is needed by everyone. Practically all persons profit both socially and in a business way by being able to express themselves well and to grasp the written and spoken thoughts of others. The ability to use one's native language with ease and fluency is a decided asset in any line of work. The engineer who has a command of English and can explain his plans in a forceful manner is far ahead of his competitor who has difficulty in expressing his ideas clearly. But aside from the fact that a working knowledge of our language is helpful to everyone, it is an absolute necessity that a person show a special skill in English if he would enter any of the following occupations:

Advertising copy writer	Interpreter
Critic	Journalist
Demonstrator	Librarian
Editor	Literary research worker
Foreign correspondent	Receptionist
Hostess	Reporter

Salesperson
Secretary

Teacher
Translator

If you get stage fright when asked to speak before a group, you must strive to overcome this handicap by practicing class answering whenever possible. Ability in *public speaking* and *dramatics* is essential to persons in the following occupations:

Actor
Clergyman
Dramatic coach
Lawyer

Lecturer
Motion-picture director
Politician
Radio announcer

Above-average ability in oral and written composition is essential for those who hope to do literary work either for pleasure or profit. Among those who have a greater need than others for a knowledge of *grammar*, *spelling*, and *punctuation* are these:

Author
Copy writer
Dictation-machine operator
Editor
Proofreader

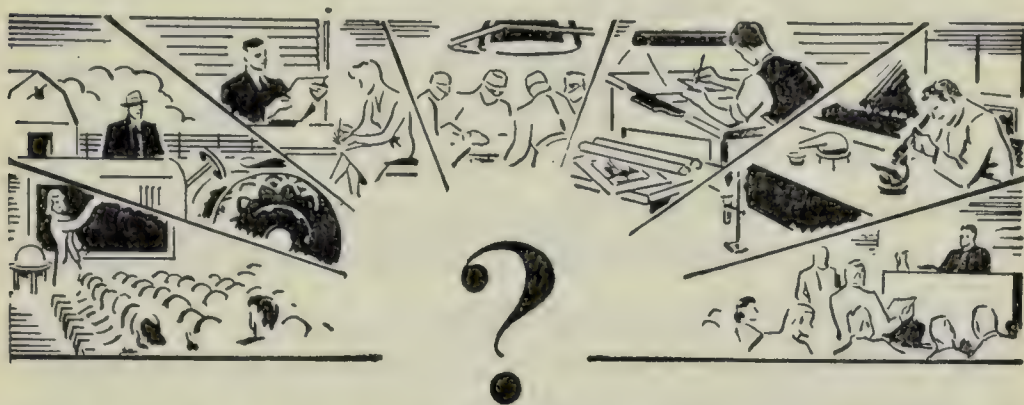
Reporter
Rewrite man
Stenographer
Typesetter
Typist

WHY IS EVERYONE REQUIRED TO TAKE MATHEMATICS?

Mathematics is another subject which is so fundamental that it is a required subject in most high schools. Practically all persons make some use of mathematics in their everyday lives. Mathematical calculations must be used in budgeting incomes, making bank deposits, investing money, and deter-

mining the amount of material necessary to make a dress, a cabinet, or a doghouse.

Different branches of mathematics are used in solving the many kinds of problems that arise every day. *Arithmetic* is the oldest of these. Farmers, businessmen, and housewives all use arithmetic. *Business arithmetic* is the most practical



Select your high school subjects with your future vocation in mind. What high school subjects will be most important in the vocations pictured here?

mathematics course for the boy or girl who does not expect to go to college but who plans to enter the business world after graduation. This subject includes the study of percentage, banking, insurance, taxation, investments, interest, discount, and the calculations used in common business forms.

Algebra is a branch of mathematics that deals with the finding of unknown quantities. In addition to the figures used in arithmetic, letters of the alphabet are used in algebraic calculations. Algebra is a prerequisite to the study of physics and trigonometry in high school and to the study of the more advanced mathematics and science courses in college.

Geometry, still another branch of mathematics, deals with

the measurement of lines, angles, surfaces, and solids. A knowledge of geometry and geometric figures is used in engineering, architecture, carpentry, drafting, surveying, and in many kinds of designing. This subject is a prerequisite to the study of surveying and trigonometry. A year of algebra and a year of geometry are entrance requirements to many colleges. Additional credits are usually required for entrance to scientific and engineering courses.

Trigonometry is the branch of mathematics that deals with the relations of the sides and the angles of triangles. Navigators, airplane pilots, and workers in some of the skilled trades must have some knowledge of trigonometry. This subject is a prerequisite to the study of surveying, college calculus, and engineering courses.

Even though the division into arithmetic, algebra, geometry, and trigonometry is made for the purpose of dividing subject matter into logical groups, it must be remembered that there exists a close relationship among the groups. Ability and skill in one will assist greatly in doing the others.

Pharmacists, real-estate agents, contractors, carpenters, paper-hangers, interior decorators, and designers do not use mathematics exclusively, but they must make a great many calculations in the course of their work. Ability in mathematics is an asset in many occupations, but it is essential if one engages in any of the following vocations:

Accountant	Auditor
Actuary	Banker
Analyst	Bookkeeper
Appraiser	Broker
Architect	Calculating-machine
Astronomer	operator

Cashier	Mathematics teacher
Chemist	Navigator
Draftsman	Pay-roll clerk
Engineer	Physicist
Estimator	Purchasing agent
Financial adviser	Scientific research worker
Insurance underwriter	Statistician
Machinist	Surveyor
Mathematical research worker	Timekeeper

IS IT NECESSARY TO STUDY SOCIAL SCIENCES?

Certain of the social science subjects—history, geography, civics, and economics—are required of all high school students regardless of the course they may be taking. It is necessary that all citizens know something about their government in order that they may more intelligently help to solve such everyday problems as those of unemployment, labor, housing, and self-government. Many persons fail to take advantage of the numerous services and benefits that the government offers simply because they are uninformed. Through a study and an understanding of the various phases of social science, young people can have a more intelligent viewpoint concerning world events; they can gain a great deal more from the experience of travel; and they can have a keener insight into the local, state, and national civic problems that touch their lives on every side. They can more fully enjoy and appreciate plays, motion pictures, lectures, and newspaper and magazine articles.

Ancient, medieval, and modern world *history*, and the his-

tory of our own country, must be thought of as something more than accounts of battles and wars and lists of dates to be learned. History is a story of the life and adventures of mankind that should be of interest to all. In order more fully to understand the problems and the circumstances of the present, one must know something of the past on which the present is built. Certainly all Americans should be concerned about the happenings in the rest of the world and about the events that preceded them. Credits in history are required for entrance to some colleges.

An accurate knowledge of geography should be a part of one's general education because nearly everything in the world is dependent upon location, climate, or the physical condition of the earth. World events are constantly bringing to our attention many faraway places and making it imperative that we become familiar with these places. *Economic geography* or *commercial geography* deals with the sources of income, the industries, and the distribution and the development of the natural resources of communities in various geographic locations. *Physical geography* or *physiography* has to do with the natural features and changes of the earth.

Civics is a study of the organization and the principles of government and of the rights and duties of citizens.

Economics is the scientific study of how men make a living. It deals with supply and demand, money and credit, trade and transportation, business cycles, labor problems, the rise and fall of prices, and the cost of living. *Consumer education* teaches buyers how to spend money more wisely, how to get more value out of commodities, how to test and

analyze various products, and how to recognize inferior merchandise.

Students who are outstanding in any branch of the social sciences and who would like to investigate the possibilities of a vocation in this field might consider the following:

Anthropologist	History teacher
Archaeologist	Importer
Banker	Intelligence officer
Businessman	Investment adviser
Buyer	Labor leader
Cartoonist	Lawyer
City manager	Map-maker
Civics teacher	Marketing expert
Civil service administrator	Newspaper correspondent
Commercial attaché	Paleontologist
Consul	Production manager
Councilman	Public finance expert
Curator in a historical museum	Research assistant to his- torical writers
Diplomat	Research worker for gov- ernment bureaus
Economic statistician	Sales manager
Economics teacher	Social studies teacher
Economist	Social worker
Exporter	Soil survey worker
Foreign correspondent	Supervisor of travel bureau
Genealogist	Trade commissioner
Geographer	Worker in various gov- ernment departments
Geography teacher	
Guide	
Historian	

OF WHAT VALUE IS THE STUDY OF SCIENCE?

Because it is so important that everyone should have a usable fund of knowledge concerning such things as air, water, weather, bacteria, heat, light, electricity, and nutrition, a certain amount of work in the field of science is required for graduation from most high schools and for entrance to many colleges.

Biology, which is a combination of botany and zoology, is taught in most high schools. *Botany* deals with plant life; *zoology*, with animal life.

In the health section of the physical-education courses, a study is made of the human body, including the muscles, the nervous system, the circulation of the blood, and the functions of the various organs.

Physics is a branch of science that deals with the material world and its phenomena. It includes the study of mechanics, heat, electricity, light, sound, and motion.

Chemistry is a study of the ninety-two natural elements (calcium, hydrogen, oxygen, phosphorus, sodium, copper, zinc, etc.) of which all substances are composed. It includes the breaking down of various substances into elements, the building up of new substances from these elements, and the chemical changes involved in these processes. Those who plan to study medicine or engineering should have a good background of high school physics and chemistry. As in the case of algebra, geometry, and advanced mathematics, so physics and chemistry are always considered as prerequisite to further technical education.

Agriculture is a study of the cultivation of the soil and of

the underlying principles and practices that aid in the production of larger and better crops. It also includes the science of raising livestock.

There are many occupations open to those who are especially interested in the field of science. Among them are:

Agricultural chemist	Dairy farmer
Agricultural engineer	Dairyman
Agricultural research worker	Dentist
Anatomist	Dermatologist
Apiarist	Dietitian
Archaeologist	Electrical engineer
Astronomer	Electrician
Bacteriologist	Embryologist
Biologist	Entomologist
Botanical artist	Florist
Botanist	Food inspector
Breeder	Forest ranger
Chemical engineer	Forester
Collector of zoological specimens	Forestry research worker
Conservationist	Game warden
County agricultural agent	Gardener
Curator in botanical museum	Geological draftsman
Curator in geological museum	Geological engineer
Curator in natural history museum	Geological surveyor
	Hatcher
	Horticulturist
	Ichthyologist
	Industrial chemist
	Irrigation engineer

Laboratory technician	Physician
Landscape architect	Physicist
Landscape gardener	Physiologist
Manager of zoological gardens	Physiotherapist
Medical research worker	Plant breeder
Metallurgical engineer	Poultry farmer
Metallurgist	Radio engineer
Meteorologist	Radio operator
Military engineer	Radio technician
Mineralogist	Research chemist
Mining engineer	Sanitation expert
Naturalist	Scientific farmer
Nature guide	Scientific writer
Nurse	Seed tester
Nurseryman	Soil expert
Occupational therapist	Stock farmer
Oculist	Surgeon
Optometrist	Taxidermist
Ornithologist	Teacher of scientific subjects
Osteopath	Toxicologist
Paleontologist	Tree surgeon
Pathologist	Veterinarian
Pediatrician	X-ray technician
Pharmacist	Zoologist

WHO SHOULD STUDY FOREIGN LANGUAGES?

While a foreign language is not always required for graduation with Junior Matriculation, it is usually a must for Senior Matriculation. Most colleges require it for entrance. Students

who are willing to put forth the effort can learn a foreign language, although in some cases the effort required may be very great. From Ontario eastward in Canada, there still remains the idea that the study of at least one foreign language is a worth-while part of the curriculum, and all students



If you are thinking of becoming a doctor or a nurse, foreign languages will be helpful to you. Foreign languages are also helpful in the professions of law, engineering, pharmacy, and music.

aiming at college work undertake this study. In this dominion, where French is legally given equal status with English, many citizens are required to have a command of both these tongues.

A knowledge of foreign language is helpful in the study of medicine, law, engineering, pharmacy, music, and other fields in which numerous terms and many important books must be read in other languages than English. If several languages are offered in your high school, you should carefully consider before choosing a particular one. Those who plan to study medicine are sometimes advised to take 2 years of high school Latin because of the great number of scien-

tific terms of Latin derivation which they will encounter. In fact, nearly all the technical words used by professional persons have their origin in the Latin or Greek languages. French and German, preferably German, are the modern languages recommended for those who expect to study medicine, chemistry, and chemical engineering. A great number of scientific and technical treatises are never translated into English, and some books for physicians, chemists, and other scientists can be read only in German. Those who plan to study architecture or engineering are advised to take French or German. Many important books on art, drama, architecture, and science can be read only in French. Spanish is the language most frequently studied by commercial students because this language is used in our relations with Latin America. However, the commercial student's need for Spanish is sometimes overemphasized.

One who possesses unusual skill in learning foreign languages may use his ability in one of the following vocations:

Cable operator	Foreign language teacher
Commercial attaché	Foreign missionary
Consul	Foreign news correspondent
Consular service worker	Immigration inspector
Customs operator	Intelligence officer
Diplomat	Interpreter
Diplomatic service worker	Translator

OF WHAT VALUE ARE THE FINE ARTS?

Many boys and girls enjoy the high school band, orchestra, glee club, and art classes without any thought of some

day using their skills professionally. The fine arts are usually studied for their creative, cultural, and recreational values and for the pleasure and satisfaction that they bring to the person who masters them. However, those who have special talent for *music* may consider entering the following vocations:

Accompanist	Orchestra leader
Arranger of musical comedy	Proprietor or salesman in a music store
Composer	Radio performer
Concert artist	Representative for a music publisher
Instrumentalist	Researcher in the history of music
Music critic	Singer in church, theater, or restaurant
Music demonstrator	Vocal or instrumental conductor
Music teacher	Vocalist
Musical librarian	
Musical psychologist	
Musical therapist	
Opera singer	

There is a growing demand for those who have ability in *art*. Some of the occupations open to them are:

Architect	China painter
Art shop buyer	Commercial artist
Art shop proprietor	Commercial designer
Art shop salesman	Display man
Art teacher	Illustrator
Artist	Interior decorator
Ceramic artist	Landscape architect

Leather tooler	Sculptor
Lithographic artist	Sign painter
Photographer	Stylist
Portrait painter	Window trimmer
Pottery decorator	Wood carver
Salesman or buyer for art department or home furnishings department	

WHAT ARE SOME OF THE MOST PRACTICAL SUBJECTS?

Those boys and girls who know that they cannot or will not go to college should take advantage of the high school subjects which will help them to earn a living after leaving school. The commercial and the practical arts courses are the ones most commonly offered for students who do not take the so-called "college preparatory" course.

The subjects usually included in the commercial course are bookkeeping, accounting, stenography, typewriting, office training, commercial law, and salesmanship.

Bookkeeping is the recording of business transactions in a systematic way so that the owner of the business may have available such information as the amount he owes, the amount owed him, the profit or loss for a given time, the expense of operation, and the information for income tax reports. By studying bookkeeping, the student gains a knowledge of the way in which business is conducted, the use of various business papers and forms, and the importance of neatness, accuracy, and good penmanship. Even though training in bookkeeping is not necessary to the stenographer,

such knowledge often makes him more valuable to his employer. The study of bookkeeping is prerequisite to the study of accounting.

Accounting is advanced bookkeeping. In addition to being able to record transactions, the accountant must know how to analyze the records kept by the bookkeeper and to plan the system that a bookkeeper uses.

Shorthand, or stenography, is a method of rapid writing by the use of abbreviated lines and curves written according to sound. Stenography is often an opening wedge into the business world for boys as well as for girls. In fact, it offers a good opportunity for entrance into nearly every kind of business.

Typewriting is valuable, not only in commercial work, but in everyday life. Many people use the typewriter at home for all business correspondence and other types of writing. College students find it a great asset to be able to type. Stenographers, of course, must be able to typewrite in order that they may transcribe their shorthand notes rapidly.

Office training is a course in which students are taught the many details connected with office routine. It usually includes a study of business correspondence, commercial papers and forms, filing, communication and transportation information, and the use of duplicating, addressing, dictating, calculating, and bookkeeping machines.

Commercial law gives the student an understanding of some of the laws which will affect his business and social life, and teaches him how to avoid situations which might involve undesirable legal problems.

Salesmanship gives vocational training in the various as-

pects of selling. It also stresses ethics, psychology of selling, and the development of valuable personal traits.

A person who takes a special interest in the commercial subjects may wish to prepare for one of the following occupations:

Accountant	Insurance agent
Actuary	Junior office clerk
Advertising agent	Merchandise manager
Advertising manager	Merchant
Auditor	Office machine operator
Banker	Paymaster
Bookkeeper	Personal shopper
Broker	Personnel worker
Business engineer	Promoter
Buyer	Public stenographer
Cashier	Receiving clerk
Certified public accountant	Salesclerk
Collector	Salesman
Comparison shopper	Secretary
Court reporter	Shipping clerk
Demonstrator	Statistician
Employment manager	Stenographer
Filing clerk	Stock clerk
Floor manager	Typing telegrapher
Inspector	Typist

Many girls do not take advantage of the *home economics* classes because they say that they "can learn to sew and cook at home." This may be true, but there are a great many scientific facts and new techniques taught in the foods and

clothing courses that the average girl never learns at home. Aside from the practical everyday value of these subjects, there are many vocations for both boys and girls who are especially interested in the field of home economics. Among them are:

Baker	Home-demonstration
Caterer	agent
Chef	Hotel manager
Cleaner and dyer	Interior decorator
Cook	Laundry worker
Demonstrator for	Maid
manufacturers	Milliner
Designer	Research worker
Diet expert	Seamstress
Dietitian	Tailor
Dressmaker	Teacher of home economics
Food administrator	Tearoom manager
Food expert	

Other specialists in this field are experts who prepare budgets and menus for average families on different incomes, do research work, and prepare bulletins for the government; home economists who test foods and recipes, write sales booklets and give radio talks for food industries; and commercial food managers or business managers in charge of restaurants, cafeterias, hospital kitchens, recreation clubs, resorts, camps, school lunch rooms, college dining halls, prisons, asylums, and other institutions.

This is an age in which technical training is of paramount importance. In most schools there are numerous practical

arts courses for boys who have creative ability and who like to work with their hands. The knowledge gained in school shops is invaluable in daily life. Boys who have acquired some skill in the use of tools are more self-sufficient in making repairs of all kinds, and they are certainly more helpful in their own homes.

Those who have a particular interest and ability in any of the various phases of *industrial arts* have an almost unlimited field of occupations from which to choose. Of course, before selecting a shop course with a view to preparing for a vocation, a young man should consider the trends in the various fields of industry, the demand for workers in the different trades, and the local conditions which affect employment so that he will not get into a field that is already overcrowded. An interest in metalwork, woodwork, automobile mechanics, heat-treatment, mechanical drawing, printing, patternmaking, machine-shop work, foundry work, or electricity might cause a young person to enter one of the following occupations:

Air-conditioning engineer	Electrical engineer
Airplane mechanic	Electrician
Architect	Engraver
Automobile mechanic	Estimator
Building contractor	Furniture designer
Building inspector	Foundry worker
Cabinetmaker	Ironworker
Carpenter	Linotype operator
Civil engineer	Machinist
Designer	Mechanical engineer
Draftsman	Metallurgist

Molder	Shipbuilder
Patternmaker	Steamfitter
Pressman	Steelworker
Radio operator	Toolmaker
Radio serviceman	Typesetter
Sheet-metal worker	Upholsterer

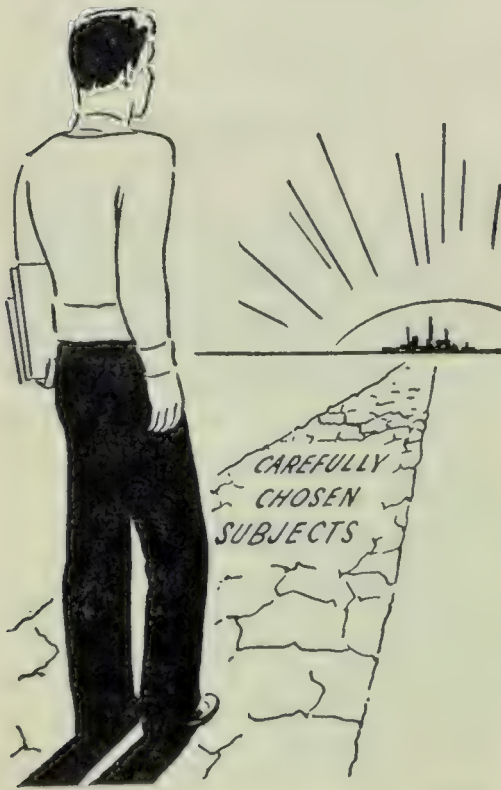
Physical education is usually thought of only in connection with sports, recreation, and body building, but it also has a vocational value. A serious interest in athletics may lead one to enter one of the following vocations:

Athletic trainer	Jockey
Ballet dancer	Professional baseball player
Boxer	Professional basketball player
Camp counselor	Professional football player
Coach	Sports announcer
Dancer	Sports writer
Golf professional	Wrestler

HAVE YOUR SUBJECTS BEEN CHOSEN ACCORDING TO A PLAN?

Give some earnest thought to the purpose of the courses that you are taking. If you have made snap judgments in planning your high school career, and if you feel that you are taking subjects that will not be of the greatest benefit to you, perhaps it is not too late to make some changes in your program for the next semester. Talk it over with your parents, principal, adviser, dean, or home-room teacher. Be sure that every subject in your schedule fits into a well-made plan.

If you expect to go to college, you cannot begin too soon to find out the requirements for entrance to the particular



Every subject you take in high school should fit into a well-made plan so that it is either helpful to you individually, required for your future education, or in line with your vocational plans for afterschool life.

school of your choice. Do not make the mistake of waiting until your senior year to make plans for college. If you are likely to go to work after graduation from high school, be sure to take the courses that will best prepare you for a job.

It is usually safe for the person who has made no definite plans for the future to take more credits in the subjects which he likes best and in which he makes especially good records. If you have always done exceptionally well in mathematics, continue to take as many high school mathematics courses as possible and eventually you may discover a vocational use for your training.

It is more difficult to predict success or failure in a subject that you have never studied. Aptitude tests are often used to help students decide what courses they should elect in high school. There are tests designed to measure aptitudes for

learning art, music, foreign language, higher mathematics, shorthand, bookkeeping, shopwork, typewriting, and many other subjects. In some subjects there are tests that have not been tried out sufficiently to be altogether dependable. Although aptitude test scores are by no means infallible, it has been found that a high percentage of those who make good scores pass the courses, and a large percentage of those who make poor scores on the tests fail the courses. Consult your home-room teacher, guidance counselor, or principal about the possibility of taking some of these tests.

It must be remembered that a test score is only one of the factors to be considered in deciding whether or not to take a subject. Some persons may succeed or fail for other reasons than aptitude or lack of aptitude. A strong desire to learn or an unusual amount of effort may make up somewhat for a lack of ability. Illness, absence from school, or failure to study may cause a person to fail even though he has a great deal of natural ability.

EVALUATING THE HIGH SCHOOL SUBJECTS

1.

Have prepared in advance slips of paper, each containing the name of a different vocation. Each pupil may draw a slip and name the high school courses and also the major and minor subjects that would be most helpful to one who planned to enter this vocation.

2.

What school subjects have you especially liked? Name several vocations that require ability in these subjects.

3.

Name some values, other than vocational, that may be derived from the study of mathematics, science, social studies, and foreign languages.

4.

What are the requirements for graduation from your high school? Discuss the reasons for the requirements in each of the subject fields.

5.

Write on unsigned slips of paper your real reason for choosing the electives you are now taking. Hand these slips to the teacher to be used as a basis for a class discussion.

6.

Cite cases of persons who have failed to take the required subjects for college entrance and tell of the complications that have arisen as a result.

7.

Cite cases of persons known to you who have failed to get the jobs they wanted because they had not taken certain subjects in high school.

8.

Study the lists of occupations in this chapter and learn the nature of any which are unfamiliar to you. If your library has a copy of the *Dictionary of Occupational Titles*, this book will be quite useful in finding definitions of vocations.

In the list of books that follows you will find more information on high school subjects and their uses.

BACHER, OTTO R., and GEORGE J. BERKOWITZ, *School Courses and Related Careers*, Teacher's Manual on the Vocational Survey Blank, Science Research Associates, Chicago, 1941, pp. 38-89.

BREWER, JOHN M., and EDWARD LANDY, *Occupations Today*, Ginn and Company, Boston, 1943, pp. 61-72.

EASTBURN, LACEY A., VICTOR H. KELLEY, and CHARLES J. FALK, *Planning Your Life for School and Society*, Charles Scribner's Sons, New York, 1942, pp. 88-96, 128-140.

SHIVELY, J. D., and C. C. SHIVELY, *Personal Analysis and Vocational Problems*, The McCormick-Mathers Publishing Company, Wichita, Kan., 1938, pp. 57-64.

SMITH, CHARLES M., and SAMUEL BARON, *Choosing Your Course*, Henry Holt and Company, Inc., New York, 1942.

TEETER, VERL A., *Occupational Life*, A Vocational Guidebook, McGraw-Hill Book Company, Inc., New York, 1946, Unit XI.

4

CONCERNING THE WAY YOU STUDY



During the Second World War education became streamlined. It was necessary under pressure of time to screen out the unimportant and to teach the things that were considered most valuable for young people to learn. This was done, in the armed services as well as in the schools, by the use of short cuts to the mastery of knowledge and skills. Since the war, schools have continued to use a great many new and effective devices and methods of teaching. To keep pace with the times, boys and girls should adopt streamlined methods of study which will conserve their time and energy and add to their learning efficiency.

WHY DO WE PLAN FOR EVERYTHING BUT STUDY?

Many students go aimlessly through four years of high school wondering why they have difficulty with some sub-

jects and even fail in others. They appear to have plenty of time for shows, dates, loafing, and general dallying around. To them school is just an extended vacation. In fact, many people are far more serious about organizing and planning a vacation than they are about planning a school career. When going on a vacation trip, their itinerary is usually worked out to the last detail. If this same organization were applied to a student's activities, there would be ample time for study as well as recreation.

When you get a job, you will have to work on schedule. High school is a good place in which to practice for this. Your schoolwork is your job now and should have priority over everything else. It is of such importance that you should take no time for outside work or social activities until after your studies are finished. As a basis for planning a workable schedule of your day, keep a record for a week of the amount of time you actually spend in sleeping, eating, dressing, going to and from school, working, playing, and participating in social activities. Observe how much time you spend on each subject each day. Then plan a definite program for yourself, not only allowing a certain amount of time for each activity, but actually indicating the hour at which you are to start studying each subject.

Your schedule will have to be somewhat flexible, but it should be followed insofar as possible. Putting a time limit on each lesson may help you to hold your mind on your work and to push yourself to get it finished on time. After you have kept such a routine for a while, you will find that you have established a good habit of getting down to work without delay and that you actually have more time for other things than you previously had.

WHAT ARE SOME GOOD STUDY HABITS?

Have a definite time and place for your work. You will be more responsive to studying and concentrating if you have a set place and time to work. Choose a quiet, private place if possible. Your own room is preferable. The kitchen, after the dinner dishes are washed, is usually a good place to study. Those who have a large family and many distractions at home sometimes go to the community library to prepare their lessons. Some young people appear not to be disturbed by the radio and family conversation, but it takes much more energy and power of concentration to study in the presence of such disturbances.

Regulate the temperature of your room. Try to study in a temperature that is not above 70 degrees. Have a comfortable chair and a study table with a good light over your left shoulder. See that your books, papers, pencils, ink, notes, dictionary, and all other necessary supplies are at hand before you start.

Start to study immediately. Do not wait for an inspiration, but tackle the job whether you are in the mood for it or not. Some students make the mistake of studying their favorite subject first and putting most of their time on it. It is a better plan to prepare the hardest lessons first while your mind is fresh. The subjects that you find least interesting are likely to become more fascinating in proportion to an increased amount of time spent on them.

Eliminate all the things that distract your attention. If your mind wanders while you are studying, bring it back by asking yourself questions on the lesson. You may find it helpful to read only one paragraph, one subdivision, or one page

at a time, then to stop and try to recall all, or at least the main points, of what you have read. Continue to re-read the same material until you are sure of its contents. Sometimes mind-wandering can be checked by reading aloud. It may be



Is this the way you try to study? Name some of the things that are wrong with this girl's study habits.

helpful, too, to try to put yourself in the teacher's place and to formulate good questions to be asked on the lesson or to imagine yourself as being called upon for a summary of the lesson.

Stay on the job once you start. A very bad study habit is likely to be formed if you pamper yourself by taking frequent rest periods, by stopping to get an occasional snack, or by making social telephone calls at intervals during the time set aside for your homework. Students are usually not nearly so exhausted as they imagine themselves to be. How-

ever, after long periods of study, it is sometimes restful to walk around the room, get a drink of water, or relax for 5 minutes. It is not a good idea, though, to remain away long enough to break your train of thought.

Study when you are refreshed. After a day's work, one is bound to be more tired than at the beginning of the day. Studying in the early morning hours under pressure of time is sometimes desirable. A great deal can be accomplished by briefly reviewing each lesson before school when the body and mind are refreshed. Of course it is understood that a minimum of 8 hours' sleep each day is essential to successful study.

Spend a few minutes reviewing the previous lesson. Reviewing the previous lesson gives you a good background for beginning the next day's assignment. Then scan the new lesson hurriedly so that you may have a clear idea of the entire assignment before studying it in detail. It is usually a waste of time simply to read a lesson over several times without making an effort to clinch the facts in one's mind. Try to understand and remember what you read. Associate the facts you are studying with something else as a means of retaining them. Make the dictionary your close friend. Look up any words you do not understand. Never skip over difficult terms, graphs, charts, or tables. Try to get the main thought from each paragraph. If you are using your textbook, underline the important points in the lesson or jot down brief notes as you read. Then re-read your notes and any parts of the assignment that you do not understand or remember clearly. Close your book and recall as many statements concerning the lesson as you can possibly remember. If there are questions at the close of the chapter, try to answer them. It is

often helpful to write and attempt to answer your own questions. A good way to learn a lesson is to tell someone about it. Bring into your everyday conversation with your family some of the facts you have learned at school.

Do your memorizing in parts. When you are required to memorize, first work on the material as a whole, going over it rapidly to get the meaning. Repeat the entire unit carefully again and again until it is firmly fixed in your memory. Then concentrate on any difficult parts. It is usually better to spend several brief periods in memorizing a selection than to try to do it all at one sitting.

Prepare each lesson daily. Keep your notebooks and outside reading up to date. When a special report is assigned, begin gathering your material immediately. It is your responsibility to get from your teacher or classmates any work that you have missed and to make it up as soon as possible. The longer you wait, the harder it becomes. Learn to be independent—that is, do not copy the work of other pupils. You will not be able to copy their examination papers, you know.

Overcome your handicaps. If a poor foundation in reading, grammar, arithmetic, spelling, or writing is causing you trouble, endeavor to do something about it. By setting aside a few minutes of your study time each evening for practicing these important skills, you should be able to overcome such a handicap. Perhaps your teacher or counselor can offer some suggestions for remedying your weaknesses. A great deal has been done in recent years to help students to increase their reading rate. Many people have become more rapid silent readers by learning not to call words with the lips but simply to get the thought, to read several words or phrases at one glance, and to increase the speed of the eye movements.

Keep a record of assignments. The cause of poor work can often be traced to the taking of poor or incomplete assignments. Have a definite place in your notebook for recording your daily assignments. Be sure that your notes are accurate and that you understand what is required. When in doubt, ask for further instruction from your teacher rather than waiting until after class to inquire of other students. Usually if you concentrate on what the teacher is saying, you will not have to ask for a second explanation. It is not fair to allow your mind to wander and then to take the time of the class for your personal instruction. When preparing your lessons, check off each assignment as it is finished.

WHAT IS A GOOD METHOD OF TAKING NOTES?

Good methods of taking notes should be learned early in high school. The learning process is speeded up when there is pupil activity. Taking notes while the teacher talks or while you are studying allows you to take an active part in the lesson. In addition to this, the notes, if well taken, can be a storehouse of information for review before examinations.

Carrying several notebooks or taking notes on any odd pieces of paper that you happen to have is an inefficient and wasteful method. Record your notes in a regular 8½ x 11 notebook, keeping different subjects separated and using tabs to mark their locations. If possible, use ink. Penciled notes blur and become illegible after a short time. Write clearly and use standard abbreviations. Make your notes brief, using short sentences, phrases, and clauses. Do not try to copy the book or to take down all that the teacher says.

Record only the main ideas in such a way that you can recall the thoughts later. Long and poorly organized notes are hard to study.

In outlining notebook material, indicate the headings or main topics at the left margin with Roman numerals (I, II, III, etc.). The subdivisions should be indented and labeled with capital letters (A, B, C, etc.), and minor subdivisions with Arabic numerals (1, 2, 3, etc.). Still smaller details may be marked with small letters (a, b, c, etc.). Indent points of equal importance the same amount. Read the whole lesson before beginning your outline. You will then have a clear picture of the principal ideas which should be placed as main headings and of the subtitles which should be arranged beneath the main headings to explain and support them.

HOW CAN I PREPARE FOR AN EXAMINATION?

Everyone is more or less afraid of an examination. Even though a student is confident that he knows the material, the uncertainty often makes him nervous. This fear can be lessened by learning the subject matter more thoroughly and completely as one goes along. Reviews at regular intervals far surpass the customary cram session. Cramming for the 6-weeks' tests may cause failure in the semester finals. Of course a concentrated review just before the examination is helpful, but a last-minute effort to learn all the material for the first time is useless. If good notes have been taken on class lectures, textbooks, and outside reading, you should have a condensed and well-organized outline that is indispensable for review. Any ideas that are too sketchy and

vague can be looked up in the text. If, by chance, you have come to examination time without good notes on the work covered, start outlining your text immediately. This will help to organize the work in your mind. Dates, formulas, names, places, and quotations that appear important can be briefly recorded and learned. Do not spend too much time on those things which you already know fairly well. Instead, concentrate on the items on which you are weak.

Study the questions at the end of the chapters. Review the questions which were asked in class and the quizzes which were given. Often the examination questions are taken from these sources. After sitting in class with an instructor for a period of time, one should know fairly well what he stresses and the type of questions he is most likely to ask. Try to figure out what he thinks important, and emphasize those things in your review. Usually the teacher will tell you the kind of test which will be given and the material which will be covered.

When taking an examination, read the entire list of questions before starting to work on it. Answer first those which you know well. In the meantime, you may get some ideas on the more difficult questions. Think your answers through before you write them. It is sometimes well to outline an answer in your mind in order that it may be better organized. Do not spend too much time on any one question. Write legibly and formulate good sentences. Make your replies clear and brief. Wordy answers to questions that you do not know never deceive the teacher. Pay no attention to what those about you are writing or to the length of time it takes them to finish. Before handing in your paper, check it for errors.

HOW CAN I LEARN TO GIVE ORAL REPORTS WELL?

Oral reports and talks of various kinds also cause some students a great deal of concern. One of the most difficult



Use notes when you have to give an oral report if you think you can do a better job that way and help yourself to remember the main parts of your talk.

things for most people to do is to speak before an audience. Perhaps the reason for this is fear of facing a sea of expectant faces and becoming the center of attraction. It often helps to remember that you have made a study of the subject on which you are speaking and that you probably know much more about it than any of your listeners. Most professional speakers experience a sense of uneasiness and nervousness just before they take the platform. To speak with ease before

an audience takes a lifetime of study and practice. One may never get over that self-conscious feeling but, with practice,



Your teachers are willing and eager to help you, provided you really need aid and want to do better work.

one can appear at ease. This is all-important. If a speaker displays poise and self-control when he starts to speak, the audience soon settles down to listening to what he has to say.

If he is ill at ease, the listeners find themselves watching for physical signs of nervousness instead of thinking of the content of his speech. Perfect composure when you first rise to your feet will make the entire occasion much easier for you. Most people find it better to use an outline than to try to give a memorized talk. Have your subject matter well in mind. Practice your speech as nearly as possible under the same conditions as those under which you will deliver it. Stand in front of a mirror and say it aloud to yourself. If possible, even go to the room in which the talk is to be made and speak it aloud there.

HOW CAN I GET HELP FROM TEACHERS?

If you would get the most from your schooling, cooperate with your teachers. Find out how they like work done, and endeavor to do it that way. It is to your advantage as a student to adjust yourself to your teachers' demands and to enlist their help whenever it is needed. Instructors are always willing and anxious to give additional aid to those who really want it. After years of observation, one teacher came to the conclusion that students wanted as little education as they could get for their time and effort. In other dealings, the average person seeks a bargain, but very rarely does a student go back to a teacher for additional coaching or for an extra assignment.

CHECKING YOUR OWN STUDY HABITS

1.

Discuss and compare with other members of the class the conditions under which you usually study, the average amount of time you spend on homework, whether or not you

have a regular time and place for study, the physical conditions which you find most conducive to study, and any successful means you have for coping with such distractions as radio, family conversation, playful children, and other noises.

2.

Discuss any successful methods that you may have discovered and can pass on to other members of the class for:

- a.* making a complete and usable notebook.
- b.* taking notes on assignments.
- c.* eliminating telephone calls, visitors, etc., during study hours.
- d.* memorizing.
- e.* giving special reports.
- f.* learning through teaching others.
- g.* arranging to study at the most profitable times.
- h.* preparing for examinations.

3.

Discuss the advisability of taking notes and the best methods to employ in notetaking.

4.

From a chapter in any textbook, work out an outline, emphasizing the main points, and using the following system of indentation:

- I.
- II.
 - A.*
 - B.*
 - 1.
 2.
 - a.*
 - b.*

5.

List all the rules for efficient studying which you find in this chapter and any others which you can add.

6.

Make a time schedule that you think you will actually be able to use. Allow sufficient time for study, work, and recreation, setting aside definite periods for each. Make an effort to follow this program.

7.

Observe the good and the bad study habits of different students in the study hall, noticing the general habits, the time it takes for getting started, the time actually spent in studying, the time spent in dawdling, the apparent concentration, the amount of daydreaming, the attention paid to distracting influences, and the length of time spent on each lesson. You will probably find that the students who make the best marks in your classes also have the best study habits.

In the list of books that follows you will find more information on effective study habits, getting the most from your studying, and learning how to study.

BENNETT, MARGARET E., and HAROLD C. HAND, *School and Life*, McGraw-Hill Book Company, Inc., New York, 1938, Chaps. 6-11.

BLISS, WALTON B., *Personality and School*, Allyn & Bacon, Boston, 1938, Part II.

COLE, LUELLA, and JESSIE MARY FERGUSON, *Students' Guide to Efficient Study*, Rinehart and Company, New York, 1935.

CRAWFORD, CLAUDE C., ETHEL G. COOLEY, and C. C. TRILLINGHAM, *Living Your Life*, D. C. Heath and Company, Boston, 1940, Chap. 2.

- CRAWLEY, S. L., *Studying Efficiently*, Prentice-Hall, Inc., New York, 1936.
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- HOWARD, LOWRY S., *The Road Ahead*, World Book Company, Yonkers-on-the-Hudson, New York, 1941, Chaps. 4, 5.
- MCCAUL, MARGARET E., *Guidance for College Students*, International Textbook Company, Scranton, Pa., 1939, Chaps. 5, 6.
- McKOWN, HARRY C., *How to Pass a Written Examination*, McGraw-Hill Book Company, Inc., New York, 1943.
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5 REGARDING YOUR LEISURE TIME



Because parents have the interests of their children at heart, they try to give them the benefit of their judgment and years of experience by making many decisions for them. They try to control to a certain extent the number of “dates” their high school sons and daughters have during the week and the number of movies they attend. They insist upon having homework done and music lessons practiced. However, many parents are aware that their children are wasting their time and are not doing as well as they could, but they can do very little about it. They cannot definitely govern the way in which their children use their out-of-school time. It is easy for boys and girls to fool their parents into thinking that they are doing their homework and the other things which they are expected to do. Actually, the use of their leisure rests solely with the young persons themselves.

DO YOU USE YOUR SPARE TIME INTELLIGENTLY?

A certain portion of one's time must necessarily be spent in eating, sleeping, dressing, working, attending classes, and going to and from school. But most boys and girls have 4 or 5 hours a day that they can call their own. If you feel that you have less time than this, make a careful check on yourself for several days. You will, no doubt, find that you spend more time than necessary in dressing and in getting ready for bed, that you stop on the way home from school in the afternoon to hang around the drugstore or to dally over a coke, that you hold long and unnecessary telephone conversations, or that you dawdle at your homework. The amount of time that you spend just as you choose during the course of a week will probably surprise you.

It is estimated that the average fifteen-year-old person will have about fifty more years to live. The kind of life lived during the last forty of these years will be determined largely by the kind of life lived during the first twenty-five years. It is during the period between fifteen and twenty-five that you lay the plans for the rest of your life. If you waste your time while in high school, how can you hope to be anything or to have anything when you are older?

Your chances for happiness in later life will be much better if you are willing to give up a few pleasures in favor of work and study while you are young. You must decide for yourself what you most want. If it is the small daily diversions, the price you will pay for them in later years will be high. If you want security for the remainder of your life, you must forego some of the little pleasures while you are young.

Calculations made by insurance companies show that out of 100 men starting out at the age of twenty-five, in 40 years 1 will be wealthy, 4 will be comfortably fixed, 5 will be self-supporting, 54 will be dependent upon others, and 36 will have died. In which group will you be most likely to find yourself? The best way to avoid falling into the group of 54 percent that will be dependent upon others for support is to do something about your future now. The habits you form, the people you cultivate, the subjects you study, the grades you make, the ideals you form, the hobbies you acquire, and the knowledge you gain while in high school, all have a direct bearing upon the kind of old age you will have.

WHAT BEARING HAS SPARE TIME ON YOUR FUTURE LIFE?

Few young people can or do look very far into the future. Little children playing on the floor with their blocks do not plan what they are going to do an hour later. Older children may look as far ahead as the week end, and still older ones may look forward to vacation time. Length of vision usually increases with age, and by the time a person reaches high school he should have a great deal more foresight. Try to project yourself into the future and ask yourself these questions: Where will I be 10 years from now? What will I probably be doing? What would I like to be doing? Am I willing to do without some immediate pleasures now in order to realize my ambition? Whatever your aim may be, you will have to pay in one way or another in time, effort, and sacrifice. The higher the goal you set for yourself, the harder and longer will be the preparation necessary to attain it.

It has been said that a person makes his living during the

day but earns his promotions during the hours after dinner. In other words, self-improvement is usually achieved during one's spare time. This can apply to a student in school as well as to an employed person. The employee who forgets about his job when he leaves the office will more than likely have the same job when he is fifty, if he has a job at all. But the one who takes his work home with him and studies it, tries to think of better methods of doing things, and learns the next job above will be ready for promotion when the opportunity comes. In the same way, the student who forgets his studies when he leaves school cannot possibly compete with the one who takes his work home with him and does more than the minimum required.

Some students learn more slowly than their classmates and, consequently, require more time to master their lessons. Others claim with pride that they "never crack a book" at home. These are usually the exceptionally bright or the exceptionally lazy or indifferent students. If this boast is made because they are lazy, there is not much that can be done for them. If it is because they are unusually intelligent, they will not appear so superior when the slow, hard-working plodders leave them behind. It has often been observed that students who do not learn easily but who actually work to the limit of their capacity many times surpass those who find learning too easy. If all those who are endowed with a high degree of intelligence and gifted with the ability to learn quickly would shift their studying into high gear, what a contribution they would make to society! And what successes they would make of their lives! Well-trained men and women are needed in every walk of life. To be better prepared than the average,

a person must work a little harder, do a little more than is required, and use some of his spare time for bettering himself. Competition for jobs is keen, and you may be sure that employers are looking for outstanding people.

HOW ABOUT USING THOSE WASTED MINUTES?

Have you ever excused yourself from doing something by saying, "I don't have time?" If the wasted minutes and hours scattered throughout the day could be salvaged, there would be time for a great many useful and constructive activities. The time spent in loafing on corners, in indulging in idle gossip, in listening to radio programs while trying to study, and in sitting on the porch just watching the world go by could certainly be put to much better use. Wholesome recreation and a certain amount of play are essential to a well-balanced life, but sometimes play is allowed to crowd out everything else. Some persons spend as much as 20 hours a week at movies. Good movies are educational and beneficial, but when movies take up too much of a person's spare time they crowd out actual experience and effort and are a hindrance to individual progress.

Some persons do not know what to do with themselves when they find that they have a little leisure for which nothing definite has been planned. They depend upon amusement parks, movies, night clubs, or some other form of paid entertainment for a good time. If they face an evening without plans for such entertainment, they begin to wonder how they can "kill" the time.

Be more resourceful than this. Instead of killing time,

learn to create a little extra time and then use it to your own advantage. By carefully budgeting your time, you can greatly increase the amount of your leisure. Whether you are study-



Wasting your leisure time now may have an effect on your chances later on when you are looking for a job; but spending your spare time in a hobby will more than likely be a help to you later in the vocation you select for your lifework.

ing, washing dishes, mowing the lawn, or cleaning your room, think about the job, figure out ways of eliminating all waste motion, and try to get the task finished as well and as quickly as possible. Be efficient in your work and save time for doing something else.

WHAT ARE SOME RECREATIONAL ACTIVITIES FOR LEISURE TIME?

It can be both a blessing and a misfortune to have a great deal of leisure. Some young people get into serious trouble during their spare time. It is during leisure hours that most bad habits are formed. So, when you work out a program for yourself, be sure that you make some plans for most of your spare time—whether it be in recreation, sports, reading, or working on a hobby; but do plan to do something so as not to fritter away time.

Take stock of yourself. What can you do? Do you sometimes fail to get an invitation to a party or a hike because you cannot participate in the things the crowd plans to do? You will be welcome everywhere, you will fit into any group, and you will get much more fun out of life if you devote a portion of your leisure to learning how to skate, dance, swim, ski, play tennis and golf, participate in archery practice, and do other things that young people enjoy. There are so many recreational facilities now provided by most cities that there is little excuse for anyone's being a wallflower. In order to be accepted by other students, one must know the proper thing to do both at a picnic and at a formal party. Spend some of your spare time polishing your manners so that you will not feel ill at ease in any group or embarrass your friends by doing and saying the wrong things.

What hobbies have you developed? People who have learned enough about some one thing to be an authority on the subject always have something interesting to talk about. Sometimes an avocation that was started just for pleasure becomes a lifework. If your regular work keeps you inside a great deal of the time, it is good to have a hobby that takes

you out of doors. Gardening, for example, will give you exercise, fresh air, and much satisfaction. Moments that would otherwise be wasted can be used in learning to play a musical instrument. Ability to play an instrument affords pleasure to the musician as well as to his friends. An interest in metalwork, woodwork, needlecraft, flowers, photography, or pets can develop into a hobby that may be a pleasure and a benefit.

Are you learning anything other than the minimum requirements at school? If you have time on your hands, investigate the possibilities of taking evening classes, correspondence courses, or private lessons in art, music, typewriting, dressmaking, fashion designing, foreign languages, dramatics, public speaking, tap dancing, or handicrafts. In most large cities there are classes in which instruction in these and many other subjects may be obtained. In smaller towns there is usually some interested person who is willing to teach an individual.

WHAT ARE SOME PRACTICAL ACTIVITIES FOR LEISURE TIME?

How much of your leisure is spent in doing things for someone else? Possibly there are things that you could do to beautify your home or to make life easier or more pleasant for your parents. Perhaps there is some craft or skill that you could teach your younger brother or sister. Or maybe some child in your family would profit by having you coach him 30 minutes each day in some school subject with which he is having difficulty. Are you giving any of your spare time to the church or the community? In every neighborhood there are worth-while organizations which need the help of

young people. Boy Scouts, Girl Scouts, and Hi-Y Clubs need leaders. Perhaps some welfare or recreation center is in need of someone just like you to read, tell stories, play the piano, or direct games for children. You not only render a service, but you get a great deal of personal satisfaction from such work.

It is just as much a girl's responsibility to know how to keep a home properly as it is a man's responsibility to be able to earn a living. Leisure time spent in learning to cook and to sew well may be a great asset in the future. A woman who cannot hem a dress is looked upon with a sort of pity. Approximately 90 percent of all girls marry. A great many of them have not acquired the skills that every girl should have before taking this step. Your own home during your spare time is the best place in which to learn about the proper planning, preparation, and serving of meals; the care of children; the rudiments of sewing; and the causes, symptoms, and treatment of common diseases. A knowledge of home decorating and home mechanics may save a young couple many dollars that can be used for other things.

A woman once said that she was grateful to her mother for directing her spare time into the right channels while she was young and for teaching her to be comfortable in whatever circumstances she might find herself. She could cook in her own kitchen or in the woods, build a fire in the furnace or at camp, make a garden, repair a broken electric cord, change a fuse, and do many other things for the comfort and convenience of herself and her family.

It is important for boys, as well as girls, to be able to cook. There are times in a man's life when he fares much better if he is at home in a kitchen. Aside from its being a necessity,

knowing how to cook can be a great deal of fun. A boy who can sew on a button and darn a sock has a feeling of independence and satisfaction unknown to boys who are helpless when such things are not done for them.

Reading is one of the most enjoyable and profitable of pastimes. Do not limit your reading to detective stories,



Why fritter away your time when there are so many enjoyable and worth-while things to do during your leisure hours?

comic books, or love stories. Read about many places and things. Acquaint yourself with world relations by reading current events. Learn to appreciate the work of others and try to discover your own niche in the world by reading biographies and books on vocations. A wide variety of reading will help you to develop your conversational ability. It may even enable boys to make a good impression on their girl friends' fathers.

HOW CAN YOU SPEND YOUR VACATION TO ADVANTAGE?

What do you do with your summer vacation? About one-fourth of your school years are spent in vacation. Plan something constructive so that this time will not be lost. You may use the time for building health and strength. Certainly you can do more for yourself by camping, hiking, swimming, and playing tennis than by loafing on corners or sitting

around the house all day. It is also a good time to catch up on your reading. The library provides many fine travel books and biographies as well as books of fiction. An hour's reading each day on the subjects you plan to take next semester will develop your interest and give you a better understanding of them. If possible, get a job during vacation. You will be better able to get and hold a position after graduation if you have had some work experience. A large number of personnel managers were once asked what they wanted in prospective employees. About one-third of them felt that it was of great importance for students to have worked during school vacations before seeking full-time employment.

It has been said that there are two educations: the one which you get from others through formal training in school and the one which you give yourself. You can do much toward educating yourself simply by watching others, by noticing how things are done, and by studying and investigating for yourself the things that interest you. Develop the power of observation and benefit by what you see. Broaden your interests and learn as many new things as possible during your leisure moments.

FINDING WAYS TO USE LEISURE TIME

1.

Invite members of the class, pupils from other classes, teachers, or outsiders to speak to the group concerning interesting or unusual hobbies about which they are enthusiastic. If it is convenient, ask them to give demonstrations or to display their collections.

2.

Appoint a committee to find out about agencies and institutions in your city that provide means of recreation and diversion and about the programs offered by the city parks and recreation centers. The committee should make inquiry concerning the need for the services of high school students to teach handicrafts, to read to children, and to direct games, dancing, and singing at various community social service centers.

3.

The bulletin board committee may make a display of current newspaper and magazine advertisements and suggestions for spending leisure time. Note that some of these are good and some are harmful; some are expensive and some are inexpensive; some are cultural and some are a mere waste of time.

4.

Write on slips of paper the things which you can do and the things which you would like to learn to do in your leisure time. The slips may then be collected and classified by the class secretary. Arrangements may be made for students to teach each other some of their skills. Boxing lessons may be exchanged for fencing lessons; dancing lessons may be exchanged for tennis lessons; knitting instructions may be exchanged for instructions in weaving; etc.

5.

Discuss the proper amount of time that should be spent in studying, sleeping, eating, dressing, recreation, and working or home duties. Estimate the amount of time wasted each day by the average high school student.

6

Cite cases of hobbies which have been developed to such an extent that they became vocations.

7

If you like to travel and camp during vacation, you may be interested in learning about the plan of the Canadian Youth Hostels, which is a nonprofit organization to help young persons who like to take inexpensive hiking or bicycle trips either alone or in groups. Each hostel, which is a cabin or house supervised by an adult couple, has cooking accommodations and dormitories for boys and for girls. A hosteler buys his own food for cooking, provides his own sleeping sack, and pays 40 cents per night for staying at a hostel. There are hostels in the United States and in 17 other foreign countries, and all welcome CYH pass holders to their youth hostels. This development of hostels has a 15-year history, and the growth is being steadily maintained. Most of the customs are the same the world over. Smoking and the use of liquor are both forbidden. Fees in Canada are \$1.25 per year for those under twenty-one and \$2.50 per year for adults. For further information write to Canadian Youth Hostels Association, 1-A Classic Avenue, Toronto, or visit one of the 75 hostel branches across Canada. Enclose 10 cents to cover the cost of return postage.

In the books listed below you will find more information on recreational, educational, and practical ways to spend your leisure time.

BENNETT, MARGARET E., and HAROLD C. HAND, *Beyond High School*, McGraw-Hill Book Company, Inc., New York, 1938, Chap. 8.

- CLARK, HARRY NEWTON, *Life Planning and Building*, International Textbook Company, Scranton, Pa., 1940, Chap. 13.
- COLLINS, A. FREDERICK, *How to Ride Your Hobby*, D. Appleton-Century Company, Inc., New York, 1935.
- CRAWFORD, CLAUDE C., ETHEL G. COOLEY, and C. C. TRILLINGHAM, *Living Your Life*, D. C. Heath and Company, Boston, 1940, Chap. 14.
- EASTBURN, LACEY A., VICTOR H. KELLEY, and CHARLES J. FALK, *Planning Your Life for School and Society*, Charles Scribner's Sons, New York, 1942, Chap. 15.
- LASHER, WILLARD K., and EDWARD A. RICHARDS, *How You Can Get a Better Job*, American Technical Society, Chicago, 1942, pp. 73-88.
- PARTRIDGE, E. DEALTON, and CATHERINE MOONEY, *Time Out For Living*, American Book Company, New York, 1941.
- VANDUZER, ADELAIDE, and OTHERS, *The Girl's Daily Life*, J. B. Lippincott Company, Philadelphia, 1944, Unit 14.

6

ON WORKING PART TIME



WHY DO BOYS AND GIRLS DROP OUT OF HIGH SCHOOL?

One of the biggest problems with which the average high school student is confronted is the problem of money. Some young persons have to contribute to the support of their families, while others feel that they would like to help as much as possible to take the strain off the family purse. In order to continue in school, some boys and girls must earn money for lunches, carfare, books, and supplies. Others want better clothes so that they can appear on a par with their schoolmates. Many simply have a desire for additional money to enable them to compete in the matter of dates and social activities. Often this problem of money becomes so acute that students drop out of school to take the first jobs they can get without any thought of the future.

All provinces have compulsory school attendance laws. In

most of them boys and girls are compelled to attend school until they are sixteen years old. They are usually allowed to stop school at fourteen if they have permits to work. As they near this age, many young persons begin to get the urge to put aside their books and go out to earn money.

Most of the high school dropouts are solely interested in the amount of money they can earn at the time and not in the long-term investment of their lives. The person who is willing to continue his training until it is completed, or at least until he has reached the limit of his learning ability, will, over the period of a lifetime, have a greater earning power than will the person who stops school just as soon as it is legally possible for him to do so. The jobs that young people can get after only 1 or 2 years of high school training are usually not very attractive or very profitable.

WHAT BECOMES OF HIGH SCHOOL DROPOUTS?

Ninth- and tenth-grade students are frequently attracted by the stories of high salaries and plentiful work. They feel quite capable until they start on a round of job hunting and are repeatedly confronted with these questions from employers: "Are you eighteen years old?" "Are you a high school graduate?" Those who cannot answer these questions positively have only a fifty-fifty chance of obtaining work at all. The more successful ones of the group may be employed by hucksters, farmers, or proprietors of small businesses who can afford to pay only low wages. They may become grocery and vegetable clerks, cashiers, copy boys in newspaper offices, clerks in ten-cent stores, curb-service boys in ice-cream parlors and dairies, factory workers, waitresses, delivery boys for

drugstores, errand boys, mothers' helpers, and telegraph messengers. The less fortunate often look in vain for employment. They have a difficult time, not only because they are untrained and inexperienced, but because they are often at the mercy of employers who can secure the services of older and more skilled workers.

Some employers have been known to take advantage of the ignorance of young workers. A few years ago a high school boy who was desperately in need of money for his family and his school expenses was hired by an independent grocer. He worked every afternoon from the time school was dismissed until the store closed and on Saturdays from eight o'clock in the morning until eleven o'clock at night. He was paid \$1 per week and was given leftover perishable vegetables to take home to his family. If he had been familiar with the laws of his province, he would have known that such wages and hours of work were unlawful for a boy of his age. There are always people who, like this employer, are willing to violate the law if they can get by with it. You should become thoroughly familiar with the child labor laws of your own province so that you can derive the full benefit of the protection which they provide.

WHAT PROTECTION DO DOMINION LABOR LAWS GIVE?

The Department of Labor in the Federal government at Ottawa was created in 1900, but until 1909 it was administered as part of the Postmaster General's duties. Since 1909 there has been a separate Department of Labor with a Minister, a Deputy Minister, and a staff of civil servants. When, in 1867, the British North America Act created the Dominion of Can-

ada, there seemed to be no labor problems. At that time, the arrangements made called for the Federal governments to look after certain things and the provincial governments to look after other things. There was a special clause in the Act, however (Section 91, Clause 12) which stated that the Federal government would also have charge of affairs not directly assigned to the provinces. In those early days, the founders of Canada were not able to foresee the problems that would arise later in connection with labor and social welfare since at that time 80 percent of the people lived on the land. The Labor Department has come into existence as a result of Canada's industrialization. When people began to live in cities and towns in order that they might be close to their work in the new factories, labor problems arose. To assist the provinces in dealing with these economic growing pains, the Dominion government set up its Labor Department.

In the provinces, labor departments have also been created, and there is, at times, some little uncertainty about the division of responsibility between Dominion and province. In many cases, both the departments concerned have worked together in perfect harmony; while in others, they have been unable to agree as to what should be done. In some such cases, the disputes that have arisen have been carried even to the Privy Council in London. For example, in 1937, the Privy Council ruled that many Dominion labor laws passed just previously had to be thrown out because they infringed on the rights of the provinces. Generally, the tendency of the courts has been to increase the power of the provinces whenever a dispute has occurred.

In 1914, in order to carry on the prosecution of the First World War successfully, the Dominion government passed the War Measures Act, which was designed to give the Federal

government great power as a war emergency measure. This Act authorized the Dominion to cut across constitutional barriers and take charge of many matters which had formerly belonged to the provinces. In administering this Act, the Federal Department of Labor regulated wages, set production standards in industry, froze workmen in certain jobs, and generally handled the big labor problems of Canada. In doing so, they attempted as much as possible to work closely with the provincial departments.

In 1939 when the Second World War began, this War Measures Act, which had been allowed to lapse during the peacetime years between the wars, was again invoked and applied even more vigorously than in the case of the First World War. During the Second World War, the Dominion records show, 196 Orders in Council, or laws, were put into effect concerning labor or manpower. Since the end of the war, the Dominion Labor Department has turned back to the provinces many of the duties which it handled in the war, but it is still a very busy department in these peacetime years. It has always administered the Conciliation Act, controlled wage rates on all government contracts, collected statistical information on labor matters, and published the "Labor Gazette." Now, too, it operates the National Employment Service with branches across Canada, and cooperates in the administration of the Unemployment Insurance Act by which most Canadian industrial workers are protected. This Federal Labor Department keeps in close touch with labor developments in other lands, manages the transfer of labor between provinces, cooperates with the provinces in the furtherance of Dominion-Provincial youth-training plans, and probably will exert more and more influence on the lives of Canadian citizens in the years to come. One of the questions

to be settled in the Dominion-Provincial Conferences of the future is the authority of this Dominion Department of Labor.

At the present time, this Dominion Labor Department operates, as branches of the National Employment Service, a few Youth Centers to which young people in search of permanent or temporary work may go. In these centers, a careful effort is made to determine for what the young people are best fitted, and where opportunities exist in the district, employment will be found for them. This service is, of course, available for those who have passed the age at which compulsory school attendance is required. In the summer season, the Youth Centers also operate a special service to secure summer work for students. When a youth makes his application for employment with this government agency, there is assurance that the working conditions which he finds will be satisfactory and the wages will be government approved. Today, more and more young Canadians are learning to take advantage of this helpful government service.

WHAT PROVINCIAL REGULATIONS ARE THERE ON CHILD LABOR?

Provincial Labor Departments generally concern themselves with three fields: (1) safety measures in industry; (2) prevention and settling of disputes between workers and management; and (3) betterment of working conditions.

One of the most important of the safety measures is the Factory, Shop, and Office Act. By this Act a person under fourteen is defined as a child, a boy from fourteen to sixteen is a youth, and a girl from fourteen to eighteen is a young girl. The Act is very definite in stating under what conditions such people may be employed and what care must be taken of them

during their employment. It is the responsibility of the employer to know the provisions of this Act well, and frequent inspections are made to see that the law is being kept. The young person is not expected to know the law, but if he has a suspicion that fair treatment is not being given by the em-



You may have to obtain an employment certificate for certain part-time jobs if you are under 18 years of age. (See charts that start on page 102 for requirements in your province.)

ployer, a complaint to the provincial Department of Labor will bring a quick investigation. Most provinces regulate the employment of young people more strictly than they do other kinds of employment. Generally, the regulations are less strict in the case of shops than in the cases of factories and mines.

Since the 10 provinces of Canada have developed industrially in quite different ways, there is a good deal of variation in the regulations. All, however, have patterned the laws on the idea that higher ages should be required for employment dangerous to life, health, or morals. In the case of mines,

apparently one of the more dangerous occupations, the minimum is generally seventeen, but an exception exists in Quebec, where it is fifteen. In the case of factories, the range is from sixteen to fourteen, with the average being fifteen. In dangerous trades the minimum is generally sixteen for boys and eighteen for girls.

In commercial establishments which are not industrial, a good deal of variation again exists. The range is again from sixteen to fourteen, with the average being fifteen. Once again, it is the responsibility of the employer to see that the law is followed.

In street trades, for example, peddler, newsboy, etc., the making of the law is in most cases left to the municipal council of the city or town concerned. Most of these places have made laws, and again there is a variation. In some cases, these laws set a much higher minimum age for girls than for boys, but in others both are treated alike. In all cases where a youth is suspected of breaking the law, the police are authorized to take the individual into custody to conduct an investigation; where the law has been broken, the parents or guardians, as well as the employer, are considered liable.

Employment in places of amusement is also governed by provincial laws, and the minimum varies from eighteen to fifteen years. However, the type of amusement seems to determine what the minimum will be.

The laws governing the employment of young people in places where intoxicants are sold are the most strict. In the majority of provinces, the minimum age is twenty-one, but in two of the Maritime Provinces it is set at sixteen years. Changes in these laws are being made from time to time, and the tendency is to raise the minimum age and restrict the

hiring of young people in all the provinces. Since there is still so very much variation from province to province, inquiry must be directed to the local Provincial Department of Labor to find what is permitted in the area in which a youth happens to be residing.

Agriculture, which is practically uncontrolled except for the compulsory school attendance laws, is estimated to employ three-fourths of all young people under sixteen who are working. It has also been estimated that the great majority of all other young workers are employed in nonindustrial occupations, such as retail stores, restaurants, repair shops, laundries, beauty parlors, etc. While there are a great many carefully written and well-enforced laws to protect young people, there are really very few young Canadians forced by conditions to take work of such a nature as to require the application of these protective regulations.

Since it has been found that young people sometimes seek evening and night work, a set of laws has been made for their protection there. Generally, no person under eighteen is allowed to work past 9 P.M., and in some cases no work is permitted past 6:30 P.M. except under special permit. These laws govern all the types of employment referred to in the discussion of day work.

The health of young Canadians who are starting to work is now being taken into consideration, and in two provinces a certificate of physical fitness obtained after a medical examination must be presented by the prospective young employee before he can be hired.

It is thus seen that the provincial departments of labor are taking great care to protect young people during their early working years.

I. STATUTORY SCHOOL-LEAVING AGES IN CANADA

In all the provinces there is a compulsory school attendance law, but exemptions are permitted in case of illness, distance from school or lack of accommodation, and, except in British Columbia, for home duties and for employment. Provisions as to exemption are shown below. The laws place restrictions on employment of children of school age during school hours.

Nfld.*	P.E.I.	N.S.*	N.B.	Que.*	Ont.	Man.*	Sask.	Alta.*	B.C.
14 <i>Exemption:</i> With certificate for a stated period, but if child is under 12 for not more than two months in a school year unless with approval of Commissioner (c).	15, unless has completed courses in nearest public school for only 75% of term except in Charlottetown and towns where 90% attendance is required. <i>Exemption:</i> (1) For poverty. (2) If 12, for not more than 6 weeks in year (d).	16, in cities and towns: 14, elsewhere; 15 or 16 may be fixed locally. <i>Exemption:</i> (1) If 12, for not more than 6 weeks in year (d). (2) 13, with employment and medical certificates and attending night school.	16, unless has passed grade 11. 14, by resolution in rural districts unless has passed grade 8. <i>Exemption:</i> Not more than 6 weeks in term (a).	14, unless has completed elementary school. <i>Exemption:</i> Not more than 6 weeks in year (a).	16, unless has matriculation or equivalent. <i>Exemption:</i> Under 14, for not more than 6 weeks in term (a). 14-16, if home or work permit granted. Home permit unnecessary in rural districts.	14, unless has completed public school. 15 may be fixed by district. 14-16 if not employed or occupied in home duties. <i>Exemption:</i> Over 12, not more than 4 weeks in school year (b).	15, unless has passed grade 8. <i>Exemption:</i> (c).	15, unless has passed grade 8 and no higher one in school district. <i>Exemption:</i> Not more than 6 weeks in term (a).	15, unless has completed course at nearest public school and transport to higher school not provided.

Compulsory School Attendance Laws

7-14	7-15	7-14 rural 7-16 urban	7-16 7-14 by vote of local rate-payers.	6-14	8-16	7-14	7-15	7-15

(a) If services needed in husbandry, home duties, maintenance of self or others. (b) If services needed in husbandry or home duties. (c) If services needed for maintenance of self or others. (d) If services needed in husbandry or some other necessary employment.

* Child reaching school-leaving age required to attend school to the end of the school year in Newfoundland, Nova Scotia and Quebec, to the end of the term in Manitoba, and in Alberta, to the end of the June term if age reached in that term.

II. MINIMUM AGE FOR EMPLOYMENT

The table given below shows only the minimum age for certain classes of establishments. In addition, the Canada Shipping Act fixes a minimum age of 15 for employment at sea. No minimum age has been established for employment in agriculture in Canada.

International Labor Conventions have established 14 as the minimum age in agriculture, 15 for employment at sea, in industrial undertakings, and, with some exceptions, in nonindustrial undertakings.

Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
Mines									
13, below		Coal: 17, below 18, at work- ing face (b) Metal: 16, above 16, below	.. above 16, below	.. above 15, below	16, above 18, below	16, above 18, below	Coal: 16, in work- ings Others: 16, above 18, below	17, above 17, below	Coal: 16, above 17, below Metal: 15, above 18, below
Factories									
15		14 (a) (d)	16, except with permit from Minister.	14 (a) (c)	14 (d)	15, except with permit from Minister.	16	15	15, except with permit from Inspector.
Shops									
			Same as for factories	Same as for factories	Same as for factories	Same as for factories		15	15, except with permit from Minister.

(a) The government may exempt establishments from the Act.

(b) 17½ under wartime regulations.

(c) 16 unless able to read and write fluently or attending night school.

(d) 16 from 8 A.M. to 5 P.M. except with employment certificate or except on school holidays.

III. MAXIMUM DAILY AND WEEKLY HOURS

Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
		8 and 48 under 16	9 and 54 boys under 18; girls any age.	10 and 55 boys under 18; girls any age.	8 and 48	8 and 48 unless over- time is paid for boys. 8 and 44 un- less overtime is paid for girls. Min. age 15, except with a permit.	8 and 44 unless time and one-half is paid. 48 hours max. for all under 18.	8 and 48 Min. age 15.	8 and 44 Min. age 15.

Hours When Night Work Is Prohibited and When Allowed by Permit

9 P.M. to 8 A.M., child under 17.	9 P.M. to 6 A.M., boys and girls under 16 where the factory inspector permits.	6 P.M. to 6 A.M.; or 9 P.M. to 6 A.M., if overtime is permitted.	7 P.M. to 7 A.M., boys and girls. 9 P.M. to 7 A.M. by permit in rush.	9 P.M. to 6 A.M., boys and girls under 18. 10 P.M. to 7 A.M. for girls by permit	10 P.M. to 6 A.M., under 16 in shops. 6:30 P.M. in factories, if under 18	9 P.M. to 8 A.M., child under 16
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Minimum and Maximum Ages for Employment with Permit in Factories and Shops

	14-16	..-16	14-16	14-16	..-15		..-15
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WHY IS IT NECESSARY TO HAVE PROOF OF AGE?

Employers who hire young people in violation of the provincial laws are subject to the penalties of the law. To protect themselves from unintentionally employing minors who are younger than they claim to be, many of them require a Proof of Birth, which may be obtained from the Registrar of Births in the local provincial government. Since these birth certificates are required for a variety of other reasons, for example, competition in sport, purchasing of insurance, etc., young people are advised to obtain them.

WHEN IS A WORK PERMIT REQUIRED?

When children still of compulsory school age are employed in factories or shops, the law requires that they first obtain a work permit from the local educational authorities. This permit may be granted under certain special circumstances, for example, when the economic conditions in the home of the child show need of the income that may be earned or when little advantage seems likely to result from further school attendance. Usually, when the permit is granted, an agreement is made that the youthful holder will attend night school, and if so, a check is made to see that this condition is being kept. In the eastern provinces, this permit is required below the age of sixteen, but in Manitoba and British Columbia the age is set at fifteen.

WHEN ARE YOU PROTECTED BY THE UNEMPLOYMENT INSURANCE ACT?

Since 1940, the laws of Canada have required that all who are employed in a contract of service, written or oral, ex-

pressed or implied (a few exceptions are listed), shall contribute through pay-roll deductions to the Unemployment Insurance Fund of Canada. This deduction is made by the employer on a weekly basis and varies from 9 to 42 cents per week, depending on the wage earned. The employer must turn this over to the government by buying special government stamps. At the same time, the employer must also pay over to this government Unemployment Fund a weekly amount for each employee of 18 to 42 cents, again depending on the wage rate. To the sum of these two amounts, the government adds an amount taken from the tax revenue of that year, and the three sums together are credited in the Treasury Department to the Unemployment Insurance Fund. Each employee is given an Unemployment Insurance Book in which his employer keeps a record of the employee's contributions.

When any citizen holding an Unemployment Insurance Book leaves a job, he must get his book from his former employer since he cannot obtain a new job without it. When he gets his book, he should examine it to see that his credit for pay-roll deductions is properly credited. When he takes a new job, he must give this book to his new employer.

When the holder of an Unemployment Insurance Book is not employed and cannot find a suitable job, he is expected to report to the nearest local Office of National Employment Service (NES). There his case is carefully studied, and an attempt is made to secure suitable work for him. In some cases, he may even be offered the advantage of a job-training program to make him a more desirable person for employers. Of course, if his inability to get work seems clearly to be his own fault or is caused by a labor dispute which he supports, little sympathy is shown him.

If, however, the worker seems to be the unhappy victim of

unemployment and it is not his fault, he is ruled eligible to receive unemployment benefits from the reserve fund of the government for a certain period, depending on how long he contributed to the fund. While these benefits are never equal to wages, they are sufficient to keep the individual and his dependents, if he has any, from real suffering and hardship. Since the fund was accumulating during the wartime boom in industry, there is now a large reserve to take care of any ordinary or seasonal period of business depression.

This unemployment insurance is designed to protect almost all persons engaged in year-round industries but does not include "white-collar workers" and certain other groups specifically named.

All young employees holding regular jobs in the industries affected by this Act are protected, but no pay-roll deduction is made for any employee under sixteen years, although the employer must still make his contribution for such a person. The regulations of this Act, which are changed from time to time by the government, are quite detailed and difficult to summarize. Employers are, however, supplied with much printed material which outlines all that they need know, and this information is available to any employee who wishes to inquire of his employer. In any case, where doubt still exists in the mind of the individual, a visit to the local office of NES will clear up the difficulty.

WHAT PROTECTION DO YOU RECEIVE FROM THE WORKMEN'S COMPENSATION ACT?

In all the Canadian provinces except Prince Edward Island, which is not greatly industrialized, there is a provincial law which creates a Workmen's Compensation Commission.

These acts govern all shops and industries, construction projects, etc., and while the regulations differ from province to province, it is safe to say that almost all workers are protected. These acts are designed to protect workmen who may suffer personal injury while employed or who may contract illness as a result of working conditions. There is no deduction from the employee's pay check for this protection, but the Compensation Commission collects the entire sum from the employers. Industries and jobs are classified by the Commission according to the hazards involved in the work, and an assessment is made on the employers in much the same way that municipal taxes are collected on property.

From time to time, the provincial acts regarding compensation are changed and made more liberal. Today, adequate medical and, if necessary, hospital care are provided for all. At the same time, the suffering employee is paid a living allowance equivalent to a large part of his regular wages. If his injury proves permanent, he may be paid an amount for life or may be given a lump-sum cash settlement. In the case where death results, pensions are paid to the surviving dependents.

Since it is to the financial interest of the employers to keep down expenditures, an enthusiastic campaign is continually carried on to promote safety practices and to teach safety education. Some large employers of labor have managed to have a perfect accident-free record for some years. To protect these employers, there is usually a regulation which states that compensation need not be paid where the accident is due to willful and serious misconduct of the employee, except where the resulting accident results in death or loss of limb by the accident victim. Youthful employees will find that they will be well looked after in all cases of injury or sickness which they, themselves, did not willfully cause.

A study of recent reports indicates that there are still far too many accidents in Canadian industry each year, and much suffering and expense could easily be avoided. All employees have a real challenge to reduce this wasteful loss of health and money.

WHAT ARE THE ADVANTAGES OF DOING PART-TIME WORK?

A study of the charts in this chapter will show in summary the various provincial laws regarding the employment of young people. In all cases, a number of details have had to be omitted. For further information regarding the labor laws of your province, address inquiries to the Deputy Minister, Department of Labor, in your provincial capital.

After making a study of the restrictions which your governments have placed on the employment of young people, you can see how limited the field for young people is. Unless minors are forced by home conditions or by circumstances beyond their control to stop school, it is far wiser to continue in school until graduation, or until one is no longer regarded by law as a child. The best jobs will always be held by those who are trained to do something well. If you feel that you just must have more money, find a part-time job that will provide the desired "spending money" and still allow you to remain in school. It will work out to your advantage in the long run.

Regardless of the financial status of the individual or his family, a part-time job is often a boon to a young person. There are many practical and educational values that can be derived from out-of-school work if the hours and the nature of the work are such as not to interfere with studies. When a part of one's time is spent in working, it always

means that less time must be given to leisure, study, or sleep. Thus an excellent opportunity for learning to budget time wisely is provided. Working at different jobs gives a person a broader outlook and enables him to discover his latent abilities. It helps him to find out what he dislikes and cannot do as well as what he likes and can do. Employers do not expect high school graduates to have had experience in the type of job for which they first apply, but they are interested in knowing whether or not they have ever worked for pay. Many businessmen are of the opinion that those who have worked after school and during vacation are "go-getters." They feel that young persons who have worked for others have a better sense of the value of money, have established work habits, know what employers in general expect from employees, and usually have proved that they are dependable, reliable, and industrious. On the other hand, employers sometimes view with suspicion those students who apply for full-time jobs before finishing school. They feel that persons who do not have the stick-to-itiveness to remain in school may be lacking in ability, perseverance, and willingness to work.

Part-time work can be a disadvantage to a high school student if it causes him to lose interest in his schoolwork or if the job is so strenuous that it taxes his strength or impairs his health. Outside work that causes a falling off in grades, the necessity of dropping a subject, poor attendance, tardiness, or drowsiness in class is scarcely worth the effort.

WHAT PART-TIME JOBS ARE AVAILABLE IN BUSINESS?

High school students frequently work as school janitors, pin boys in bowling alleys, nurses' aides, fruit packers, ele-

vator operators, bus boys, waitresses, theater ushers, public library workers, wrappers, shipping clerks, and salesclerks. But you do not have to limit your choice of work to the most common occupations. There are numerous other jobs for those who have the initiative to go out and find them or to create them.

Boys often work in grocery stores, service stations, and department stores. Girls clerk in ten-cent stores and department stores after school and on Saturdays. In order to obtain work of this kind, one must apply in person to employment managers or proprietors. It is often advisable to leave applications at several stores. To be sure, securing these jobs depends upon the age of the student and upon state employment regulations.

The kind of part-time work one can get depends largely upon the capabilities of the individual and upon the opportunities that present themselves. The geographical location, the climate, the needs of the community, and the age of the worker have a direct bearing upon the type of work he can do during spare time.

WHAT PART-TIME JOBS ARE THERE IN PEOPLE'S HOMES?

Doing odd jobs around homes has for years been the traditional out-of-school type of work. A boy who does his work quickly and well can soon have a larger clientele than he can serve. There is a real demand for the services of someone who can repair broken windows and window screens; replace broken electric plugs; paint and wash cars, windows, floors, and woodwork; cut grass; wax floors; clean gutters, basements, and attics; and polish silver. If you let it be known that for a small fee you are available for making afternoon

shopping trips to the grocery store, it is possible to work up a steady business for yourself. In every community there are old people and invalids who are glad to pay a young person for running errands, writing letters, or reading to them. During vacation season there are always jobs caring for plants and animals that belong to people who are out of town.

Be businesslike in your method of procuring jobs. You may find that it will bring results if you will prepare a type-written list of the things you can do, giving your address and telephone number and the hours at which your services can be had. A house-to-house canvass of friends and neighbors will probably get you started. Your fame will soon spread. Work well done in one home will bring more jobs.

Girls who are handy with the needle may get mending to do. Men need to have socks darned. Many women are not able to change hems and make simple alterations in dresses. You may get in touch with prospective customers by running an advertisement in your local newspaper or by obtaining permission from proprietors to post notices in hotels and rooming houses. Helping with dinner and washing the evening dishes may net one some ready cash. Many people want this service from high school girls.

Another job which has usually been considered a girl's work is that of caring for children. A girl may be more capable of taking care of very young children, but a boy should be equally efficient in looking after those of three years or older. This is pleasant work and one that usually allows time for study.

Children who are crippled or who are convalescing from an illness frequently need coaching in their schoolwork.


Any good student of high school age should be able to handle this job. A phone call to the principals of elementary schools and to the pastors of local churches should lead to the discovery of a few cases of this type.

Some parents are too busy to take their children to swimming pools, movies, carnivals, picnics, and ball games. Many of them would welcome the opportunity of employing a satisfactory escort. An advertisement in the local newspaper might secure such a job. It is quite possible, too, for a high school student to conduct a morning or afternoon play period for children of the community during vacation.

There are always some boys and girls in high school who cannot dance but who would like very much to learn. Perhaps they have no one to teach them and ballroom lessons are beyond their means. By offering dancing instructions, a good dancer with a small phonograph can reap a fair profit while combining pleasure with business. The success of such a venture, of course, depends upon the personality, ability, and salesmanship qualities of the teacher. A notice posted on the bulletin board can serve as advertising, or you might have your friends tell others about your venture.

WHAT ARE SOME INDEPENDENT PART-TIME ENTERPRISES?

Some other forms of part-time work may prove profitable to those who have the necessary facilities. A boy or girl who lives near the edge of town and has the space and equipment can raise chickens, rabbits, or goats, and sell the eggs, meat, fur, or milk. Many young persons have been successful in gardening: raising tomato, pepper, and cabbage plants for sale, growing and providing flowers for teachers and friends, for



doctors' and dentists' offices, and for restaurants and hotels. Still others have done well in the business of selling fishing worms. Developing films is another source of earning spending money while in high school. Making reed baskets and selling them to florists has proved profitable to some students.

Boys who have taken woodwork in school and who have the equipment may build and sell various articles which come within the scope of their ability. These may include such things as birdhouses, trellises, and garden furniture. There is no limit to the jobs that one can create while he is learning shopwork. Refinishing furniture is a profitable business that does not take a great deal of equipment.

Those who have studied commercial work may type reports for other students. The more proficient ones may even type business letters and forms. In every community there are owners of small businesses who have some stenographic work to be done, but not enough to justify the employment of a full-time stenographer. They may have letters to be written, statements to be sent out at the end of the month, and sometimes a simple set of books to be kept. If qualified boys and girls would approach these men, they would probably find them glad to employ part-time help. In addition to the financial compensation, the commercial student can in this way get experience, which will be invaluable when applying for a full-time job after graduation. Students who hope to enter other lines of work would also profit by finding part-time work in their fields.

Part-time work may alleviate your present money problems. It may even be a means of saving funds for your college education. But it should never be allowed to interfere with your present schooling. Your main job is education—the

foundation for your future life. Everything else should be subordinate and secondary.

GETTING INFORMATION ON LOCAL PART-TIME WORK

1.

Obtain copies of laws and regulations dealing with child labor by having your class secretary or your teacher write to the Department of Labor, Ottawa, or to your own provincial department of labor.

2.

All members of the class who have worked during after-school hours or vacations may be asked to tell how they earned extra money on out-of-school time. A general discussion of local opportunities may furnish ideas that will enable others to obtain such jobs.

3.

Students who have worked for pay may be asked to relate some personal experiences and observations concerning things that help young people to become better employees.

4.

Make a list of the important things that one should do when working for others, such as being prompt, remembering instructions, and using initiative. Arrange the points in the order of their importance.

5.

Cite cases in which, to your knowledge, young people have been allowed to work in violation of child labor laws. What is your opinion of an employer who will exploit youthful workers by underpaying and overworking them? What do

you think of a young worker who will take a job that he knows is in violation of the law?

6.

During the week prior to this lesson, look in the classified advertising section of your local newspaper for the jobs open to men and to women. Notice the type of work available, the level of work, the training necessary in order to qualify, the approximate wages paid, and the age requirement. Bring these advertisements to class for a general discussion of your findings.

7.

Appoint a committee to visit or write to the Chamber of Commerce or the nearest branch of the NES (National Employment Service) for a list of part-time job opportunities in your locality.

In the list of books that follows you will find more information on part-time work for afterschool and vacation periods.

KITSON, HARRY D., *I Find My Vocation*, McGraw-Hill Book Company, Inc., New York, 1947, Chap. 10.

LOVEJOY, CLARENCE E., *So You're Going to College*, Simon and Schuster, Inc., New York, 1941, Chap. 13.

RYDER, VIOLET, and H. B. DOUST, *Make Your Own Job*, The H. W. Wilson Company, New York, 1934.

SELTZ, DAVID, *125 Ways to Make Money with Your Typewriter*, The World Publishing Company, Cleveland, 1939.

7

ABOUT PUPIL-TEACHER RELATIONS



ARE TEACHERS HUMAN?

By studying people, you can learn to understand their innermost feelings, to know what reactions to expect from them under certain conditions, and to be able to say and do those things which will cause them to respond favorably toward you. Study your teachers and try to understand them if you want your school life to be happy and pleasant.

Teachers are normal people with feelings and emotions like your own. Because they are expected to set an example of right living, some of them may appear reserved and formal, or even prudish. They must, of necessity, be dignified, but they are really good scouts when you get to know them. You will find that they are quite human and understanding in spite of their dignified appearance and manner.

Too often pupils are prejudiced in favor of or against

certain teachers before they even meet them. Do not form your opinion on the basis of what you are told by other students. Be fair to yourself and to the teachers by drawing your own conclusions only after you know them well. Learn something about your teachers as persons. Find out where they live, where they attended college, what talents they possess, and what hobbies they enjoy. You will appreciate and understand them more thoroughly when you realize that their entire lives are not spent in the classroom.

HOW DO YOU LOOK TO THE TEACHERS?

Endeavor to become a personality to the teachers and not just a name in their roll books. Make it a point to become acquainted and, in a tactful way, let them know who you are. Stop at their desks for a few minutes after school and talk to them. Tell them something about yourself and your family. If you have a problem and care to discuss it, ask the opinion of your teacher. He has your interest at heart and will probably be pleased to have you come to him for advice. You will find that the average teacher is an intelligent person and that his judgment is usually good. Teachers are professionally trained to diagnose and to suggest solutions to students' problems. Their experience and training can be of much benefit to you outside of the classroom. If you are not taking advantage of this, you are missing a real opportunity.

High school students often miss having a pleasant time in the classroom without realizing that it is their own fault. They criticize a teacher for being stern, harsh, and critical. They may even come to dislike the subject, and to dread

going to the class. If the truth were known, the teacher would probably like to be more friendly and humorous, but he does not dare. Experience has taught him that if he gives the students an inch, they take a mile. For this reason, he may find it necessary to be more strict with some classes than with others. School life is much more enjoyable for those who play square. Show that you are law-abiding and willing to cooperate for the common welfare, and you will be surprised to see an atmosphere of good-humored fellowship replace the old tension.

HOW MUCH DO YOU HELP THE TEACHER?

If you would keep your teacher in a happy frame of mind, consider this fact also. Teachers are often judged and rated by the students' conduct and attitude in class. When the superintendent, principal, or other visitors are present, the whole class is under observation. Be attentive, respond intelligently, and endeavor to give a good impression. An alert student who contributes ideas and aids in discussion is an asset to the class and an inspiration to the teacher and the other students.

The next time you feel that your assignments are too long, that you have too much homework, or that the methods of conducting the class are not to your liking, discuss the situation with your teacher and tactfully present your point of view. Remember, however, that the teacher has been trained in the techniques of planning and presenting lessons. Respect his skill and try to cooperate with him, even though you do not always understand his motives or approve his methods. The lessons which are given you are usually prescribed by a

course of study prepared by the city or the state department of education. It is a part of the teacher's job to see that you finish the amount of work allotted to your particular grade for the term.

Sometimes it is necessary for a teacher to come to a class late or to leave during the period. This is a good opportunity for you to demonstrate to the teacher and to your classmates that you do not need supervision in order to behave properly. One who can be depended upon to work only when under supervision is indeed a weak character. Suppose each member of the class took advantage of the teacher's absence—think what an unruly group there would be. A person who must be policed in school usually reacts in the same way on a job. Unless you want to appear juvenile and immature, do not take advantage of a substitute teacher or of a young teacher who is just out of college and who you think cannot control you.

IS SOME CONTROL BY TEACHERS NECESSARY?

Too many young people feel that it is undemocratic to be subjected to any kind of control. "This is a free country," they argue, "and no one has a right to tell me what I must do." Such persons are not yet ready for democratic freedom. They do not understand that it is only through the sensible control of selfish and thoughtless persons that democratic living for everyone is made possible. Instead of resenting it, you should thank a teacher for criticism and correction. Be big enough to "take your medicine" and forget it. It never helps to talk back to a teacher even when you know that he is wrong. If you feel that you have been done an injustice,

wait until after class and explain your side of the question. Above all things, do not force a teacher to exert his authority by telling him that you will not do a thing or that you will not come back after school if he requests it.

Every teacher has a few pet demands which start the class off with a bang if they are adhered to, or start the teacher off with a bad disposition if they are not. Find out the little things that please your teachers and do them. Avoid doing the things that irritate them. If Miss Jones has nervous prostration when you chew gum, then refrain from chewing gum. If it throws Mr. Brown into a bad mood when you are late for his class, make it a point to be on time. If Mr. Dixon's hair stands on end when you scuffle in the shop, refrain from such horseplay. Do your share toward getting along. A teacher does not like to scold any more than you like to listen to him. Respect his wishes. Usually they are reasonable and fair.

ARE YOU AS COURTEOUS TO TEACHERS AS TO OTHERS?

Teachers appreciate those students who are mindful of all the little courtesies which make the day run more smoothly. When you enter the classroom, see that you have all necessary supplies with you and go at once to your own desk. If you are unavoidably late, be courteous enough not to disturb the teacher and the class when you enter the room. It is childish and altogether inexcusable for high school students to whisper, eat candy, throw paper wads, put dirty feet on the furniture, deposit chewing gum in the desks, write or carve on the walls and desks, and attempt to get the attention of the class by impertinent, showoff behavior or would-be witty

remarks. Ask permission before taking books or pencils from teachers' or pupils' desks and be careful to return all borrowed articles. Remember that the letters, papers, and books on a teacher's desk are private property and should never be read or examined by students. Do not interrupt a teacher who is talking to someone else or stand so near as to overhear the conversation. When the teacher is occupied with another student, await your turn for assistance. It is the height of rudeness to be inattentive while the teacher is giving instructions and to have to ask for a second explanation. It is also extremely impolite to begin gathering up your books and preparing to leave while the instructor is still talking. Wait until the signal for dismissal. Do not be sparing in your use of the words "Thank you," "I'm sorry," "Pardon me," "Please," and other such expressions. Do not say "Yes, ma'am" or "No, ma'am" to your teacher or to any other adult. If a teacher drops something, pick it up. If it is convenient for you to do so without being too obvious, open the door for a teacher when he enters the building or the room. Small courtesies are so easy to perform and they pay such large dividends that it is foolish to neglect them.

DO YOU BLAME TEACHERS FOR YOUR OWN WEAKNESSES?

Never get a "what's the use?" attitude when your grades are not as high as you think they should be. Instead of feeling mistreated and blaming the teacher for your poor marks, talk the matter over with him in an effort to discover some means of improvement. If you work as hard as you can and still make failing grades, ask your teacher if you may see him after school for help. No doubt, he will be favorably impressed by your interest in your work. Perhaps he may be

able to give you some helpful suggestions about studying. Certainly nothing is to be gained by remaining silent and resentful.

If your teacher knows that you stayed up all night with your sick mother, he will probably excuse you without a word when you fail to turn in your homework on time or when you look half unconscious during class the next day. Often the home life of a high school student is such that he cannot do all the required outside work. A boy who has to help support the family or a girl who has to keep house, do the washing, and mind the children while she studies certainly deserves the respect and consideration of the teachers. But do not try to use an outside job or your personal life as a means of deceiving your instructors or of playing upon their sympathies. Teachers can easily see through false or flimsy excuses and they have no patience with distorted stories. On the other hand, they will go to any length to help those students who show that they are really trying to do their work under handicaps.

Teachers and pupils reflect each other's moods. If you want to put your teacher into a pleasant frame of mind, go into his room with a smile on your face and a cheery "Good morning" on your lips. This approach will bring a much better response than if you appear with a grouch or some muttered complaint about a quiz, a notebook, or too much homework.

ARE YOU FRIENDLY WITH ALL THE STUDENTS?

Make an effort to be friendly with everyone in school. You should not only keep your old friends but try to make new ones as well. Be especially friendly to new students. They

need your help. Do not limit your friends to an exclusive group and hold yourself aloof from everybody else. You can learn something from everyone with whom you come in contact. A wide circle of high school friends will make life more interesting for you after graduation. Be interested in



When you make fun of others, you create heartaches and stand a chance of being considered a "meany" by your friends.

the success of your fellow students. Compliment them on good work; congratulate them on any outside achievements; recognize their good points and overlook their bad ones. Be sincere, tactful, and thoughtful of the feelings of others. Refrain from being too sensitive or egotistical. Do not always insist upon doing things your way, but learn to do the things that others are interested in doing.

DO YOU "DO UNTO OTHERS . . ."?

High school boys and girls sometimes become very sarcastic and say cutting and unkind things, which they really do not mean. This is usually done in a spirit of fun but, eventually, if the practice continues, it may cause broken

friendships. Thoughtless teasing causes more heartaches than you realize. If your friends are sensitive about certain subjects, avoid mentioning these things.

Most young people do not object to being given nicknames by their schoolmates unless these names are uncomplimentary. It is really unkind to call someone "Schnozzola" because he has a large nose. If nature happened to be more kind to you, appreciate your blessings and do not call attention to your friend's misfortune. A girl once committed suicide because her classmates teased her about being fat. No one is perfect. A girl with a beautiful face or a boy with a handsome physique may be woefully lacking in some qualities possessed by others. Recognize your own shortcomings before you impress others with theirs.

ARE YOU A SNOB?

Students frequently form cliques. To them, anyone outside their small group simply does not exist. They have built around themselves a wall that is as impenetrable as was the Great Wall of China. Snobbishness, which seems to be more prevalent among girls than boys, is the result of an inferiority complex rather than self-contentment. Usually the snobs have nothing more in their favor than the social standing of their parents. Dad has a good job and sufficient money to buy things that other young people cannot have. If this good provider were taken away from the family, there would be a definite change in the attitude of the snobbish pupil.

Try to visualize all your classmates without money in their pockets and dressed in uniforms as they are in some boarding schools. Each one would then have to depend wholly

upon his personal attractiveness and would probably try harder to develop a pleasing personality. A wealthy fresh-



When you are the hero of the campus, the younger fellows look up to you in awe. Are you a good sport about your popularity, or do you lord it over them and the members of the team who helped you to win those games?

man girl was sought after and befriended because she entertained a great deal and spent money lavishly. The boys and girls openly admitted that they did not like her but had to

be nice to her in order to receive her numerous invitations. Her popularity depended altogether on her money. If she had taken the trouble to develop a charming, friendly personality, she could have had genuine admiration without having to buy it.

HAS IT "GONE TO YOUR HEAD"?

Young people often make themselves unpopular with their classmates by showing poor sportsmanship on the playground, in the gymnasium, and in extracurricular activities of all kinds. Girls sometimes become quite conceited because they have won a popularity or a beauty contest. Boys frequently have a tendency to be cocky and to try to give the impression that they know it all. This is sometimes true of football heroes and other athletes who have let their success go to their heads. They are of the type who take all the credit to themselves when the team wins but blame the coach when it loses. The truly good sports are the ones who, instead of strutting and showing off, graciously accept any honor and glory that come their way and always give a full share of the credit to those who have helped them. They realize that the football coach and the other players on the team deserve some consideration for a halfback's success.

ARE YOU A GOOD SCHOOL CITIZEN?

A great deal is said about morale. In industry, in military life, and in civilian life, morale is considered all-important. Everyone recognizes the fact that much more can be accomplished when there is a fine spirit of cooperation, good will,

and willingness to work for the common cause. The same thing is true of a school. If there is a spirit of friendliness, cooperation, and enthusiastic loyalty among the students and a mutual understanding between teachers and pupils, the school will be outstanding.

You probably take it for granted that you are loyal to your school because you attend all the football and basketball games and yell and sing loudly at the pep meetings. But have you ever stopped to think what kind of school it would be if all its pupils were just like you? In that event, would visitors be favorably impressed by the conduct in the assembly, the classrooms, the halls, and the cafeterias? Would the school property be protected at all times? Would the school newspaper, the glee club, the dramatic club, the debating team, and the athletic teams receive 100 percent cooperation from the student body? The students make the school. And the school can be only as good as the actions and the attitudes of the boys and girls of whom it is comprised.

A few real leaders can have a great deal of influence for good or bad in a school. The mob spirit is powerful, and a whole group can often be swayed by one student with a strong character and personality. If you realize that other boys and girls look to you for ideas and that they usually follow your suggestions, take this responsibility seriously and be careful that your leadership is of the right kind.

Even though you may not be a leader or an outstanding figure in any way, you are responsible as an individual for a definite contribution to the morale of your school. Probably you feel that it is your own business if you fail to keep your word to a teacher, refuse to pay for equipment, con-

sistently arrive late at school, back out at the last minute when expected to take part in a school play, or fail to cooperate with other members in an all-class or all-school project. Such behavior not only shows a poor spirit, but it makes a very bad impression upon the faculty and is likely to stare you in the face some day when you ask for a recommendation. It is a much better plan to leave behind you a record of honor and fair play with pupils, teachers, and principal.

BECOMING AWARE OF YOUR TEACHERS AND FELLOW STUDENTS

1.

Discuss ways in which the class may cooperate with the teachers so that the teaching can be more effective.

2.

As a means of becoming better acquainted with your teachers, ask them, in the course of a friendly conversation, some of the following items about themselves:

- a.* What is their home town.
- b.* Are they married or single.
- c.* Do they have any children.
- d.* What colleges have they attended.
- e.* What degrees have they received.
- f.* What are their hobbies.
- g.* What are their achievements other than teaching.

3.

As you go from class to class during an entire day, note and record the reasons for teachers having to reprimand classes or individuals. All lists should be turned in to the secretary

of the class for compilation of the results. The chief reasons for corrections should be placed on the blackboard so that the class can discuss means of eliminating these causes of pupil-teacher friction.

4.

During the next week make a list of instances you observe in which students are guilty of bad manners. Bring these lists to the next class meeting for discussion.

5.

Have a reception committee appointed to greet all new students who enter the class during the year. The duties of the committee should be to help new students to become oriented by introducing them to their teachers and by telling them of the extracurricular activities, the courses offered, the rules and regulations of the school, the locations of the rooms, and other important facts.

6.

Plan a panel discussion on "What students can do to demonstrate their loyalty and school spirit." The members of the panel should be prepared to discuss and answer questions on the following phases of the subject:

- a.* Attitude of students toward teachers, other students, and student government organizations
- b.* Support of school athletics
- c.* Support of other extracurricular activities
- d.* Respect for school property, such as the building and equipment
- e.* Attitude toward visitors, speakers, and new students
- f.* The effect which bad behavior of students has on the reputation of the school in the community

In the list of books that follows you will find more information on how to have smooth relations with your teachers and classmates.

ALLEN, BETTY, and MITCHELL BRIGGS, *If You Please!* J. B. Lippincott Company, Philadelphia, 1942, Chap. 12.

BENNETT, MARGARET E., and HAROLD C. HAND, *School and Life*, McGraw-Hill Book Company, Inc., New York, 1938, Chap. 5.

BLISS, WALTON B., *Personality and School*, Allyn & Bacon, Boston, 1938, Chap. 38.

BOYKIN, ELEANOR, *This Way, Please*, The Macmillan Company, New York, 1940, Chap. 4.

HAMRIN, SHIRLEY A., and LOIS MCCOLLOCH, *Making Good in High School*, McKnight & McKnight, Bloomington, Ill., 1939.

RYAN, MILDRED GRAVES, *Cues for You*, D. Appleton-Century Company, Inc., New York, 1940, Chap. 8.

8

CONCERNING FAMILY RELATIONS



The ability to get along well with others is one of the most important attributes you can acquire. There is no better place to practice living harmoniously with others than in your own home. Be as considerate, courteous, and tactful to your family as you are to strangers. People are sometimes very congenial and pleasant in public or on the job where they are trying to make a good impression, but as soon as they are at home they throw off this veneer and act like bears.

DO YOU TREAT BROTHERS AND SISTERS AS PEOPLE?

Your brothers and sisters are not of your own choosing, and yet if you only stop to think about it, you will realize that they are very nice people. The very fact that you live under the same roof, eat at the same table, and have the

same parents gives you a great deal in common and should make you the best of friends. Too many boys and girls fail to appreciate their families when they are young. Then when they are older and separated, they will travel great distances and go to any amount of trouble just to be together for a short time.

Consideration and respect for the other fellow's rights and wishes are the paramount factors in achieving a happy home life. The castle that little brother spent all day in building and looked upon as a masterpiece of construction is his own castle and you have no right to kick it over if it happens to be in your way. The pressed leaves that your eleven-year-old sister spent so much time in arranging should not be brushed aside and destroyed just because you happen to think the project silly or because you want to use the table. When you kick over the castle and crumble the pressed leaves, you destroy not only a material possession, but you also destroy your brother's and sister's faith in you. Small children are full of admiration. They brag to other children about how strong and smart their big brother is. They look at their big sister and wish that they could be as pretty as she. Do not allow this admiration to change to dislike. There will be a much happier atmosphere in your home if, instead of teasing and tormenting them, you show some consideration for the feelings of the small children in the family. There are so many ways in which you can help to train them and to make life easier for them by teaching them things which you have already learned.

If you happen to be a younger child yourself, do not let jealousy and envy cause you unhappiness. Younger children,

even though they may be of high school age, sometimes find it hard to accept the fact that the older ones have more clothes, extra spending money, or the use of the family car. The truth of the matter is that, in the long run, the younger members of the family usually fare better than their older brothers and sisters. By the time they reach high school, their parents are susceptible to new ideas and to the changing demands of the younger generation and allow them more privileges than they allowed the first children.

ARE YOU FRIENDS WITH THE MEMBERS OF YOUR FAMILY?

There is no reason why you should not be a real pal to your brothers and sisters. If you treat them like friends, you will be delighted to see how readily they respond. Be unselfish with your belongings and share them with the others. Help each other with the chores that must be done around the house. Try to eliminate all causes of friction, and refrain from teasing your brothers and sisters on subjects about which you know they are sensitive. Real quarrels often start with harmless teasing, which has led to sarcastic and cutting remarks. You do not like it if an outsider makes uncomplimentary remarks about a member of your family, yet you may often be guilty of the same offense. Disputes, misunderstandings, and unkind words have no place in a happy home.

Another way to improve family relationships is to respect the privacy and the property rights of others. A person's mail and his personal effects are his own. Unless you are asked to share them, leave them alone. Even though you

know that you are welcome to use each other's possessions, it is far better to ask permission first. But remember that borrowing calls for lending in return.

WHAT CAUSES TROUBLE BETWEEN BROTHER AND SISTER?

A high school boy often works hard to obtain enough money to take the other fellow's sister to a show or a dance, but raises the roof if he is asked to take his own sister out. Taking your sister to an occasional movie or dance will help to develop a real companionship between you. And sister will probably reciprocate by pressing a few ties, sewing a button on a shirt, or mending a pocket.

The radio is sometimes a cause of trouble. Instead of arguing about which program to hear, compromise and come to an understanding which will eliminate any disagreement about it in the future. Be careful not to play the radio too loudly if sister Ann wants to study or if mother has a headache. Consider the wishes of the other members of the family before your own.

Even the newspaper is a source of discontent in some homes. Sister wants one section; brother wants another; baby wants the comics; and when father or mother is ready to read it, it is scattered all over the house. It is quite all right to divide the paper, but not to argue over it or to leave it on the floor for your mother to pick up. In many homes it is the custom to read the morning paper at the breakfast table, especially on Sunday. This is frequently a source of unpleasantness. Try having breakfast without the paper and become acquainted with your family.

DO YOU TRY TO GET ALONG WITH YOUR PARENTS?

A good relationship with your parents will make your whole life happier. Certainly there is nothing to be gained



If you become annoyed when you have to assume some of the household chores, you prove your immaturity and show a lack of appreciation and cooperation.

by being at cross purposes with them. If you refuse to obey them, it makes them even more determined to control your actions. If you try to gain some selfish end by going into a tantrum, sulking, throwing things, screaming, becoming sarcastic, refusing to talk, locking yourself in your room, or walking out of the house and slamming the door, you only prove that you are quite immature. The surest way to

gain your parents' confidence is by becoming so grown up in your actions that they feel that they can trust your judgment.

Avoid doing the little things which irritate your father and mother and which you know will cause them to criticize you. This does not necessarily mean that you should always follow the line of least resistance and have no sense of responsibility of your own. When there is a difference of opinion, you can often, with a little diplomacy, make your parents see your point of view. If not, perhaps they are in the right. It may take an additional 10 years of living to make you realize what good judgment they actually have. Due to the increased educational opportunities of today, many young people have had more schooling than their parents. If this is true in your case, do not make an issue of it. Remember that your parents have made it possible through sacrifice for you to have a good education. Certainly you should not belittle their years of experience and their interest in you.

DO YOU WORK AT BEING A GOOD SON OR DAUGHTER?

Let your parents know that you appreciate them. Your father probably works very hard to give you the advantages you enjoy. Do you ever tell him that you are grateful for all he does for you? Doing a few little thoughtful things for his comfort is a still better way of expressing your appreciation. If your mother serves your favorite dessert, tell her how much you like it, for she was probably thinking of you when she made it. When your parents do something for your

pleasure and convenience, make them happy by putting some enthusiasm into your thanks.

Spend some time with your parents. Express an interest in the things in which they are interested. Tell them about the activities of your day at school. Be a part of your family; do not make home just a place to eat and sleep. High school boys often try to act mysteriously by coming home, changing their clothes, and going out again without a word. Parents have a right to know where you are and what you are doing.

DO YOU ACCEPT YOUR RESPONSIBILITY AS A FAMILY MEMBER?

No one in this world is free from work, although many do their best to escape as much of it as they can. High school students are no exceptions. Of course, a considerable amount of your time must be devoted to study, recreation, music lessons, and other outside activities, but there should be time left for helping at home. The grass has to be cut, the beds made, the meals prepared, the furnace tended, the dishes washed, and clothes pressed. There are a multitude of things that are the responsibility of the family and not of the parents alone. Your father and mother are as much entitled to recreation and diversion as you are. Do not require so much attention and service or impose upon them to such an extent that you deprive them of rightfully enjoying themselves. The work of the household should be so arranged that each member of the family has a specific job to perform. When each one cooperates and does his part willingly, the work becomes easy and pleasant.

It is also possible for you to share the financial load. Keep

your wants within the limit of the family income and do not demand so much that your parents have to make all the sacrifices. Your present and future security may be affected by the ability of your family to live within their means. Over-spending now may leave no funds for college later on. Figure out for yourself the financial situation of your family. The average boy or girl has a fairly good idea of how much the family income is. Ask your parents how much the utilities cost per month; what the rent or taxes and upkeep on the house are per year; what the grocery bill amounts to; and how much is spent for clothing, medical service, insurance, and other necessities. After this little investigation is finished, you may feel like returning your allowance and getting a job.

Be reasonable about financial requests. There are many unnecessary things that one can do without. Young people frequently whine and complain because they think that their allowances are too small, that they do not have as many clothes as their friends have, or that they cannot do all the things their classmates do. Actions of this kind indicate selfishness and immaturity. With few exceptions, your parents want you to have all the things they can afford to give you. When you ask for things that are beyond their means, they feel worse than you do. The chances are that they often do without some essential thing for themselves in order to satisfy your wishes or to stop your complaining. Instead of allowing this to happen, find some odd jobs that will help you to finance your own additional needs. Many boys never receive an allowance but, by working, they always wear good clothes, go places, and have money in their pockets.

ARE YOU A CHEERFUL MEMBER OF THE FAMILY GROUP?

Many families are together only at mealtime. This should be a time for relaxation, laughter, and companionship. Eliminate unpleasant conversation and refrain from discussing a subject that is distasteful to any member of the family. Do everything possible to make the dinner hour a pleasant one, especially for your mother. If she has prepared the meal, she is probably as tired as anyone else. Show your appreciation of her by insisting that she remain seated while you do any necessary serving of food or removing of dishes.

Make an effort to be on time for your meals. Your being a few minutes late may disrupt the whole dinner. When you are not at home on time, your mother may worry and imagine that all sorts of things have happened to you. If you plan to stay away from home or if you expect to be late, be considerate enough to telephone. It takes only a few minutes of your time to make the call, and it is a great relief to your family.

Save some interesting experiences of the day to tell at the table. Worth-while conversation helps the family and gives you ease when you are invited out to dine. Be a good listener as well as a good conversationalist. Tell your story, but give the others a chance to tell theirs. Do not insist upon being the center of attraction and monopolizing the conversation. Be sure to ask little brother how his ball team made out or make some other inquiry which shows an interest in his affairs. Develop the trait of being enthusiastically interested in the doings of each member of your family. Do not be so self-centered that you cannot be interested in and enjoy an incident that does not directly concern you.

DO YOU COOPERATE IN ENTERTAINING GUESTS AT HOME?

If one of your family has a guest in the home, treat the visitor just as you would like your own guest to be treated.



Do you help with cheerfulness when there are guests—even though they are not your own friends?

Work together as a team to make the visit a pleasant one. Do nothing that would cause a member of your family any embarrassment. Without having to be reminded by your

mother, be sure to put your clothes away, straighten the living room, leave the bathroom clean, help with the meals, and do your part to entertain the guest. Try to discover things that need to be done and then do them in a quiet way. Be sure that the guest is made perfectly comfortable and is supplied with all necessities. Put out the "welcome mat" and extend the "glad hand" even if it hurts you. Your opinion of the guest is not nearly so important as the impression you make on him and the respect and love you have for your family.

Be especially thoughtful of the old people in your home. Show them the little attentions and courtesies that mean so much to them. When they are talking, never interrupt nor flatly contradict them. Do not ignore them, but make an effort to bring them into your conversation and to share your good times with them. When older people enter the room, always rise and see that they are seated in the most comfortable places before you sit again.

Anything you can do to make home life more pleasant will pay big dividends. Making your parents and brothers and sisters happy will, in turn, make your own life much happier. So study the situation. Think of little things that you can do for members of your family without waiting to be asked. It is not fair to save the best side of your nature for acquaintances only. Let your family also enjoy your charm and personality.

GIVING SOME CONSIDERATION TO FAMILY PROBLEMS

1.

Enumerate and discuss some rude manners and impolite habits—such as leaving water dripping from faucets; throw-

ing wet towels on the bathroom floor; leaving clothes, books, and papers scattered over a room; flinging a hat across the room instead of hanging it on the rack; forgetting where a sweater was left and blaming others for misplacing it; tracking mud into the living room; using the telephone for an hour; and other things which may be offensive in home life.

2.

Mention some of the considerate and kind things that boys and girls can do at home to show their appreciation toward their families.

3.

Tell the class some of the things which you have observed that cause arguments in your own and in other families. Suggest means of eliminating these causes of friction.

4.

Describe some home that you think typifies wholesome family living.

5.

List some of the things one can do to help the family save money.

6.

Make a chart like the one on the next page, and fill it in, as nearly as possible, with the cost of running your home. If you do not know all the amounts, use an estimate of the normal cost of living of a family of the same size and in the same income bracket as yours. If your figures are somewhat accurate, the total should give you an idea of the cost of operating the home. Considering your family income, is there enough left for you to be justified in asking for a larger allowance or extra luxuries? Or do you feel as if you should decrease your allowance and get a part-time job?

FAMILY LIVING COSTS (PER MONTH)

1. Food		15. School books and supplies	
2. Clothing		16. Entertainment	
3. Rent		17. Medical service	
4. Heat		18. Servants' wages	
5. Light		19. Books and magazines ...	
6. Gas		20. Church	
7. Water		21. Charity	
8. Repairs		22. Lodge and club dues ...	
9. Taxes		23. Fire insurance	
10. Mortgage payments		24. Life insurance	
11. Interest payments ..		25. Automobile insurance ..	
12. Automobile expense		26. Systematic savings	
13. Other transportation		27. Miscellaneous	
14. Lunches		TOTAL	

In the list of books that follows you will find more information on how to get along with the other members of your family and make it easier for them to get along with you.

ALLEN, BETTY, and MITCHELL BRIGGS, *If You Please!* J. B. Lippincott Company, Philadelphia, 1942, Chap. 20.

BACON, FRANCIS L., WILLIAM R. WOOD, and CHARLES M. MACCONNELL, *Youth Thinks It Through*, McGraw-Hill Book Company, Inc., New York, 1941, pp. 3-13, 339-416.

BAXTER, LAURA, MARGARET M. JUSTIN, and LUCILE O. RUST, *Our Home and Family*, J. B. Lippincott Company, Chicago, 1943.

CRAWFORD, CLAUDE C., ETHEL G. COOLEY, and C. C. TRILLINGHAM, *Living Your Life*, D. C. Heath and Company, Boston, 1940, Chap. 8.

EASTBURN, LACEY A., VICTOR H. KELLEY, and CHARLES J. FALK, *Planning Your Life for School and Society*, Charles Scribner's Sons, New York, 1942, Chap. 10.

- GEISEL, JOHN B., *Personal Problems and Morale*, Houghton Mifflin Company, Boston, 1943, Unit 7.
- GOODRICH, LAURENCE B., *Living with Others*, American Book Company, New York, 1939, Chaps. 4, 5, 6.
- HADIDA, SOPHIE C., *Manners for Millions*, Doubleday & Company, New York, 1937, Chaps. 36-40, 46.
- RYAN, MILDRED GRAVES, *Cues for You*, D. Appleton-Century Company, Inc., New York, 1940, Chaps. 6, 7.
- SORENSEN, HERBERT, and MARGUERITE MALM, *Psychology for Living*, McGraw-Hill Book Company, Inc., New York, 1947.
- SPRACKLING, HELEN, *Courtesy*, M. Barrows & Company, New York, 1944, Chaps. 1, 2, 24, 25.
- WOOD, MILDRED WEIGLEY, *Living Together in the Family*, American Home Economics Association, Washington, D. C., 1946.

9

REGARDING BOY-GIRL RELATIONS



Dates, good times, and popularity are largely dependent upon the impressions that boys and girls make upon each other. Girls want their escorts to be "smooth" and at ease, to act with assurance, to give the appearance of being accustomed to the better and finer things in life, and to know what to do and what to say on every occasion. Girls like to be proud of their boy friends. They appreciate the young men who do not embarrass them and make them feel ill at ease by their crude and ungentlemanly actions.

ARE YOU A GENTLEMAN?

Many boys are totally indifferent to the conventions that stamp one as cultured and well-bred. This is because they do not know or do not care, or because they consider it sissy to display good manners. Doing the correct thing with ease

and assurance and observing the little social courtesies when in the company of a girl companion never make a boy effeminate. It takes a well-educated and a well-disciplined man to act appropriately in a drawing room or at an afternoon tea. There is an old saying that an army officer is always a gentleman. This might as well be true of high school boys also.

The best way to acquire this much desired "smoothness" and confidence is to observe those who act with ease in public; to read several good books on etiquette; and then to put what you have learned into daily practice at home, at school, and on dates.

When you ask a girl for a date, do so in such a way that she can refuse without embarrassing either of you. Merely to ask her what she is doing tonight puts her on the spot. In order to keep you from getting the impression that she is not popular, she may answer by saying that she is busy whether or not she has definite plans. It is better to say something to the effect that there is a good show on Friday night and you would like to have her go with you. This lets the girl know the type of entertainment that you have in mind and she can dress accordingly. It also gives her some idea of the fatness of your pocketbook. A planned evening may eliminate the embarrassment of not having enough money to pay expenses.

Make your date far enough in advance so that the girl will not think that she was asked as a last resort. Of course this does not mean that a boy who has finished his homework earlier than he expected should not feel free on the spur of the moment to ask a girl to see a neighborhood movie or to go for a stroll on a beautiful evening. Always check on

a date made a week or so in advance by making a telephone call the day before as a gentle reminder.

CAN GIRLS CALL YOU A GOOD ESCORT?

When you make a date, keep it. It is a gentleman's agreement and, except in unavoidable circumstances, it should not be broken. If, because of illness or unforeseen trouble, it is imperative that you cancel the engagement, you should telephone the girl as far in advance as possible. The right type of girl will understand.

Regardless of the kind of date—a formal dance or a steak fry in the woods—never sit in a car in front of the house and honk for your girl friend to come out. Even if she happens to be sitting on the porch or at the window and sees you drive up, get out of the car and go to the door. The least you can do is to escort her to the street, open the car door for her, and see that she is seated before you get in.

Make an effort to arrive on time. Be sure to remove your hat upon entering the house. Your friend should be ready so that she can meet you at the door, invite you in, and introduce you to those present. Parents always like to have a look at their daughters' escorts. And all girls like to have a feeling of pride in introducing the young men who come to their homes. It is up to you to make a good impression by being careful of your actions and appearance. Make some pleasant conversation with the girl's family and be especially polite to her parents. If you ever hope to call again, do not risk offending with body odor, dirty fingernails, greasy or uncombed hair, a soiled shirt, shoes that have not been

shined, or an unpressed suit. Leave your school clothes at home and wear your "Sunday best."

You can show many little courtesies that will make your girl friend respect you and enjoy your company more. Assist her in putting on her wraps. When on the street, do not constantly hang on to her arm, but offer her your arm at a difficult crossing or when going down the steps of a house at night. Help the girl when boarding a bus or a taxi. Precede her when getting off a bus and follow her when getting on. In the company of one or more girls, the boy usually walks on the curb side of the pavement. Take your hat off when meeting anyone who speaks to your friend, even though you do not know the person to whom she speaks. Hold the door open for a girl when entering or leaving a building.

Boys should rise when ladies or elderly or distinguished men enter a room, and remain standing until they are all seated. When at a tea, a buffet supper, or a dance, get the refreshments for your companion and then return the empty dishes.

When taking a girl to a movie, allow her to make the choice of shows. Do not be selfish and always expect to see the type of show that you like best. If there is an usher to find seats for you at a movie or in church, follow the girl down the aisle to the seat. If there is no usher at the theater, go first and find the seats. Then when you reach the row, stand aside and let the girl go in ahead of you.

DO YOU SHOW AN INTEREST IN THE GIRL YOU DATE?

By your interest and attention show your girl friend that you think she is "the cream of the crop." Give her a chance

to do some of the talking and be interested in what she has to say. Do not talk about yourself too much, and do not try to use any sort of "line." You will soon be found out if you say



When you take a girl out to dinner, you ask her for her order and relay it to the waiter before you order for yourself.

the same thing to all girls. Let your compliments be sincere and make them fit the particular girl of the moment. Be careful of the language and the stories you tell. Girls appreciate the boys who treat them with respect.

When you dine at a hotel or restaurant, check your overcoat and hat before entering the dining room or hang them in the place provided. If there is a checkroom, you should

tip the attendant. Ten cents is a sufficient fee for checking a coat or hat when no regular charge is made. The girl keeps her wrap with her and hangs it over the back of her chair. The customary procedure is for the waiter to lead the way, and for the boy to follow the girl to a table. The waiter seats the girl, and you seat yourself opposite her. Ask the young lady for her order and relay it to the waiter before giving your own order. If she hesitates in stating her preference, you may make a suggestion. If, by chance, you drop a napkin or a piece of silver on the floor, leave it and ask the waiter to bring you another. After dinner, assist the girl in putting on her coat and draw back her chair as she rises.

In a hotel or restaurant the usual tip is about 10 percent of the bill, although no tip of less than 10 cents is given. This rule varies, of course, according to the class of restaurant and the type of service you receive. When two or more couples have dates together, each boy may pay for himself and his girl friend, or the young men may have an understanding that the total bill is to be divided equally among them and the details settled after the girls have been taken home. There should be no appearance of confusion and squabbling over finances at the time the checks are paid.

CAN YOU PARTICIPATE IN ALL THE ACTIVITIES?

It is a great boost to one's popularity to be able to participate in many different sports and activities. Ability to dance is a special social advantage. To be sure, there are some persons who are not the ballroom type. They may be delightful companions in other ways, and though they do not find dancing enjoyable, they may be the very best of sports

on a hike, a picnic, or a swimming party. But most young people miss a great deal of fun if they cannot dance. With



Don't hold a girl so tight that she can't breathe, much less be comfortable dancing.

radios and record players in most homes, there are plenty of opportunities to learn. Your friends can teach you; or you can take lessons at a studio. In any event, do not go to a dance until you know how to dance.

Aside from knowing the latest steps, being familiar with a few customs may make you feel a little more at ease. A man asks a lady for a dance by saying, "May I have this dance?" She either accepts or she refuses by offering some excuse. A girl does not thank a man for a dance. When the man thanks her, she says, "I enjoyed it, too," or some such thing. A stag cuts in by tapping the girl's partner on the shoulder and saying, "May I

cut?" Unless the dance is "no break," then there is nothing you can do but let the girl go and "cut back" later.

When you take a girl to a dance, be attentive to her and see that she has a good time. Dance several dances, especially the first and last, with her. Introduce her to some of the young men whom you know and give her an opportunity to

dance with others also. Go to her rescue if she appears to be stuck too long with a poor dancer or if she seems to be neglected. Dance with as many girls as you can. Be gay and appear to be having a good time. Break the ice with a new partner by asking some questions of mutual interest as a basis for conversation. Do not hold a girl too tightly while dancing. Do not embarrass her by trying out a great many difficult and fancy steps, which she may not be able to follow. If there is a chaperon, be sure to greet her. It is a nice gesture to dance with her if you can arrange it. When you leave, look for the chaperons and the hostess, tell them good-by, and thank them for the party.

After an evening's entertainment, accompany the girl to her door. If she has a key, unlock the door for her, and do not leave until she is safely inside the house. A habit which will "put you in solid" with your girl friend's family is to be sure that she is at home by the hour which they have requested. You should not expect a girl to invite you in late at night. When calling at a girl's home, be sure to leave before you wear out your welcome. Do not make it necessary for the girl's father to remind her that it is getting late.

HOW DOES A GIRL GET DATES?

Girls are at a disadvantage in obtaining dates. A boy simply picks out a girl whom he admires and asks her for a date. A girl cannot do this. However, she can make herself so attractive that she will be the one who is asked. Do not refuse to make a date just because the boy who asked you does not happen to be the one of your choice. He may prove to be a very likable chap after you are better acquainted.

Through him you will have the opportunity to meet other boys. Go to social gatherings, enter into school and church activities, and make a wide circle of friends. In this way you will learn how to compare and judge your boy friends and also what boys look for and admire in a girl. If you would have a good reputation among the young men, never "stand up" your date because someone else comes along with an offer of entertainment more to your liking.

Even though the reasons may not at first be obvious, there are usually causes why some girls are constantly being invited out while others who are just as pretty and intelligent sit at home evening after evening. Consider some of the things that make a girl attractive and sought after both by boys and by other girls, and determine to put them into practice. First of all, be friendly. Wear a pleasant smile and express an interest in the things in which your friends are interested. Learn something about the sports and activities that boys enjoy and be able to talk about and participate in them. Be enthusiastic and vivacious and let the person who is entertaining you know that you are having a good time. Be feminine. There is nothing to be gained by trying to appear mannish and coarse. Most boys prefer girls who look and act like ladies.

WHAT ARE SOME TRAITS BOYS LIKE IN GIRLS?

Your particular brand of conversation also has its effect upon your popularity. Contrary to the popular belief, boys soon tire of "dumb" girls. So show some sign of intelligence. Talk about subjects of general interest to young people and especially about things that you know are of interest to your

escort. It is not necessary to chatter constantly. Bring up some topic about which your boy friend likes to talk, and then practice the fine art of being a good listener. Your friend of the evening will not be interested in hearing about the other boys with whom you have dates.

Do not complain about your lack of anything to wear or try to convey the idea that your clothes are quite expensive and were purchased at the very best store. Boys are not really concerned about such things so long as you make an attractive appearance. They would probably have more respect for you if they thought that you made your own clothes or, at least, that you took a sensible attitude about buying them. They realize that you can take very little of the credit for a fine wardrobe—your father probably pays the bills. Many a desirable suitor has been frightened away because he was afraid that he could not support a girl in the manner to which she had been accustomed. A young man just starting out in a career cannot be expected to compete with a girl's father who has had years to advance in his vocation.

Being too possessive is another thing that often chases boys away. The fact that a young man has asked you for several dates gives you no right to act as if you own him. Of course, this bit of advice goes for boys, too.

There are many things that a girl can do to make an evening a success and to avoid embarrassing moments both to herself and to her escort. Be ready when your boy friend calls, greet him with a smile, and invite him in. Unless specific plans have been made in advance, do not try to rush him out to a dance or a show as soon as he arrives. In a subtle way you may be able to find out the extent of your friend's financial resources, and with this information you can

suggest plans for the evening that will avoid embarrassment. Show no unwillingness to walk or to ride on a bus.

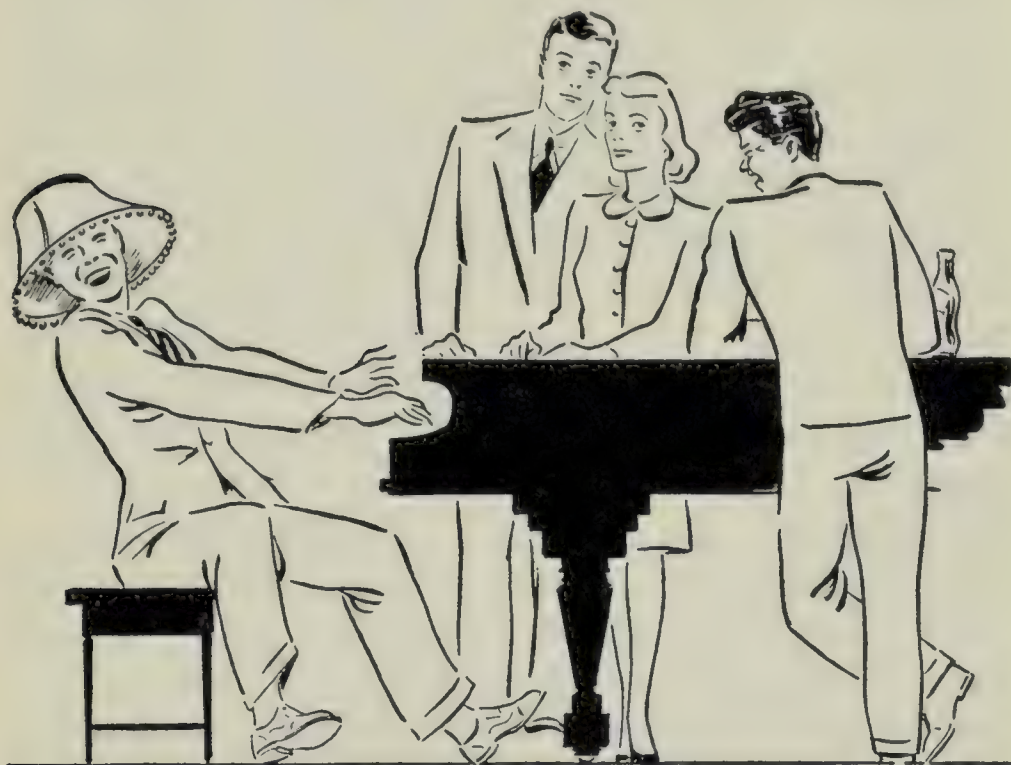
Do not suggest or accept an offer of a midnight snack after the show unless you think the boy can afford it. Perhaps you can do your part by sometimes offering a raid on the refrigerator at home. If you are once classified as a "gold digger," you can never live it down. In the long run, it will cost you many good times. Be mindful of all the conventions that girls are expected to observe. Stand in the theater lobby while your friend purchases the tickets for a movie. When you say good night, tell him that you have had a good time and thank him for a pleasant evening.

Girls should be able to provide some entertainment in their homes. Old-fashioned parties are a great deal of fun. They offer girls an opportunity to take the strain off the boy friends' pocketbooks and to repay them for many pleasant evenings at their expense. Of course, along with a party goes responsibility. You will want to invite congenial guests, decide on the entertainment, and prepare the refreshments. Insofar as possible, make your plans in advance so that everything will run smoothly.

WHAT MAKES A BOY OR A GIRL A SOCIAL SUCCESS?

When you are a guest at a party, enter into the fun and do your part to make it a success. Sitting in a corner reading a magazine and waiting to be entertained will only cause the others to dislike you. Hostesses usually continue to invite those who add pep to a party and help to keep it alive and going. If you can tap dance, recite, play the piano, or do imitations, do so graciously when asked. If the gang does

something which you cannot do well or which you do not especially care to do, make an attempt to enter into the activity anyway. Be sure to say good night to the hostess and thank her for a good time.



If you want to be the center of attention at a party, learn to do something that will draw favor rather than disdain.

In order to attract attention and create an impression, some boys become loud, show off, and almost tear the house apart. To be sure, such boys get the attention, but not the respect of those present. They make an especially bad impression on the parents of the young person in whose home they are guests. And their actions are humiliating to the girls who happen to be their dates for the evening. If you long to be the center of attraction, learn to do something

that will draw favorable attention. The ability to do a new dance step, to tell a good story, to sing, to do a card trick, or to play a musical instrument is a great help.

A picnic is another way in which young people can get together for a good time and repay some of their social obligations. The usual picnic is a "potluck" affair where everyone takes something. But if the girls are responsible for the food, certainly the boys can make themselves useful by helping in some other way. Every picnic entails work. Be a good sport; cooperate and do your share. Pick up papers and scraps of food, and tidy up the place after you have eaten. If you have a fire, be sure to put it out before leaving. Do not take more than your share of the tables or spread your lunch too near another group at a public park or picnic ground.

Whether at a party, a picnic, or a dance, stay with the crowd and take part in the things that are being done as a group. Do not pair off and carry on a public "necking party." Nothing is more disgusting to those looking on. Most girls are quite embarrassed when their boy friends are too demonstrative in public. So be considerate of a girl's feelings by not becoming too familiar and not pawing over her. Remember that her reputation is in your hands.

WHAT SHOULD BE YOUR ATTITUDE ABOUT PETTING?

There are conflicting attitudes on the subject of petting. Most parents are definitely opposed to it. Boys in general seem to expect a little petting as a part of every date. Therefore, many girls are in a quandary as to what attitude to take on the subject. They do not want to do wrong, and yet they do not want to displease their boy friends. Some

girls settle the question by indulging in petting only with boys whom they especially like. Other girls like the companionship of boys but resent familiarity on the part of any of them. What stand you should take on this all-important question must be answered in your own mind and then you must be governed by your decision.

Petting is a pleasing experience to many young people, and in itself it may not be harmful. The danger does not lie in kissing each other good night or in affectionately holding hands while taking a walk. The danger lies in allowing petting to dominate one's life and to cause one's emotions to be aroused beyond control.

You probably know boys who are referred to as "girl crazy" and girls who are called "boy crazy." These young people allow sex to dominate their lives even at the expense of flunking out of school. Love stories in books and magazines often take the place of their textbooks. Time that should be devoted to studying is spent in dating.

When these boys and girls try to study, their minds wander to what they did on the last date or what they anticipate doing on the next one. They have overworked their emotions to such an extent that they cannot concentrate on anything else. The companionship of the opposite sex is essential for normal growth, but not to the exclusion of other worth-while activities.

WHY IS PETTING DANGEROUS FOR A GIRL?

Unfair as it may seem, the girls are the ones who have most to lose in this petting game. Promiscuous petting may cause a girl to think less of herself, and it can give her a bad reputation. Boys talk among themselves, just as girls do. In

this way one's most personal secrets soon become public property. Then boys leave by the wayside those girls who are said to give themselves away too freely. Nice boys—the kind who have a purpose in life and will some day make fine husbands—do not ask girls with questionable reputations to marry them. There are in the world many such boys who have been brought up to respect womanhood. They will not look for wives among the girls who have been too free with their kisses and indiscreet in their actions.

On the other hand, by overstimulating the physical side of their natures, petting often causes young people who are not suited to each other to marry before they have given sufficient thought to the matter and before they are ready to assume the responsibilities of homemaking. Such marriages are frequently unhappy because they are based upon the gratification of sex and not upon companionship, understanding, and love.

Many times, petting, which starts so innocently, eventually leads to disgrace. Foundling homes are full of fatherless babies, and hospitals are constantly treating those who have contracted social diseases. Many of these tragedies started with so-called “innocent” petting.

If you stop to ask yourself what is to be gained or lost by petting, the answer is obvious. On the one hand are a few minutes of physical pleasure; on the other, possible sorrow, disgrace, or a lifetime of regret. Of course, many young people tell themselves that they will indulge in only a harmless bit of petting and stop before they go too far. But this is playing with fire. The emotions cannot be turned off like a faucet. When a person allows his emotions to run away with him, he also loses his reasoning power. Sex is a powerful force. Never fool

yourself into thinking that you can tamper with it and remain unhurt.

Doing the right thing is not always easy. Girls who want to be good are often the ones who get into trouble. Under the stress of emotional excitement, the desire to please the ones whom they think they love makes them behave differently than they really want to behave. It is a sad awakening for a girl when she learns that after a boy has won, he usually loses interest in her and seeks new conquests, while she is left with only her thoughts and regrets.

IS PETTING DANGEROUS FOR A BOY TOO?

Boys, too, have something to lose by excessive petting. They acquire a reputation that makes them undesirable as companions for the right kind of girls. They are likely to be forced into a marriage they do not want before they are ready for it. Constantly indulging in petting parties gives boys a feeling of cheapness and causes them to lose respect for womanhood in general. When they reach manhood and the time for establishing a home, they may discover that they have thrown away the chance to find real happiness in marriage. The practice of promiscuous petting makes it more difficult for a man to be content with just one woman after marriage.

BUT HOW CAN YOU AVOID PETTING?

The question "How can we keep from petting?" then arises. The answer is simple. Avoid situations that lead to petting and provide other activities to take its place. It is when the evening lags and there is nothing else to do that

petting begins. Save up for your date some interesting bits of chatter to keep the conversation going. A good story you have heard, an exciting or funny incident that has happened during the day, or some news about a mutual friend will



If you want to avoid this, stay with the crowd!

help. Avoid conversational topics, movies, books, magazines, and pictures that are too risqué. Insofar as possible, keep with the crowd. Stay away from cozy, dark corners, parked automobiles, and other spots that are suggestive of petting. Plan an evening of dancing, swimming, skating, playing cards, or some other definite thing to do when you have a date.

Refuse all alcoholic drinks. Drinking lowers the resistance and self-respect more than any other one thing. It is difficult enough to control one's emotions while sober. Do not take a chance on not being completely yourself.

The question of whether to pet or not to pet is for the girl to decide. She can run an evening in her own way, and set her own standards. This does not mean, of course, that she is expected to go to the extreme of becoming a prude or of causing herself to be disliked by the other young people. She need not look with contempt upon a boy who wants to kiss her good night. Perhaps he is paying her a compliment. It

is quite natural for most boys to want to be demonstrative. But it is the girl's business to see to it that he stops there. She need not fear that she will not be asked for another date just because she did not allow a boy to fondle her. A girl can let a boy know in a nice way that she likes his company and wants his friendship but that she does not "go in" for petting. If he is the right kind of fellow, he will respect her more, will put her friendship on a higher plane, and will continue dating her. If he doesn't, his friendship is probably not worth having anyway.

It is a real challenge to a girl to have boys become interested in her for herself and not for her physical being. All girls have bodies and are able to pet, but all girls do not have attractive personalities, talent, and charm. This is a good way of rating yourself. If you have to resort to petting in order to hold your boy friend, your personality rating is very low, and you had better take stock of yourself. It is quite easy to become infatuated with someone and to want that person's affection. But it takes real courage and a great deal of common sense not to indulge in petting.

SHOULD YOU "GO STEADY"?

A discussion of boy-girl problems would not be complete without a word about "steady" dating. Of course, it is comforting to know that there is someone who likes you best and that you are assured of week-end dates and a partner for the spring dance. However, "going steady" also has its disadvantages. To some boys and girls this term means going together during their entire high school years, but to most of them "steady" simply implies loyalty to one person until

someone else comes along. At the moment you may feel quite sure that you will never be interested in anyone else. But the truth of the matter is that about nine out of ten high school romances are of short duration. Do not let all your plans and good times depend upon the whims of one person. His interest may cool and you may find yourself sitting and waiting for the word to get around that you are free to go out with other boys again.

By going with only one person to the exclusion of all others, one passes up the opportunity of associating with other young people of one's own age. It is important that you know many boys and girls in order that you may make comparisons and have a basis upon which to judge whether or not your "steady" has all the qualities which are necessary for a successful lifetime partnership. After you are married, you will have the rest of your life to settle down to one person. Do not miss the fun and the experience of making many friendships while you are in high school!

FINDING OUT ABOUT BOY-GIRL RELATIONSHIPS

I.

Present an original skit that has been planned and practiced in advance. This should be a portrayal of good and poor manners, including some of the practices that are most noticeable among high school students. Afterward those in the audience may list the instances which illustrate unmannerly behavior, together with the action which would have been proper in each case. If there are sufficient time and interest, the skit may be repeated with everything done correctly.

The following is merely suggested as a basis for working up the skit:

Mabel and Marvin are seated in a sweet shop waiting to be served. Marvin impatiently pounds on the table for prompt service. At this time, Lucy and Leo, friends of Mabel, enter and pause at the table to speak. Mabel stands and introduces the couple to Marvin, who remains seated. She then asks them to share the table. After several loud remarks from Marvin concerning the poor service, the waiter brings the food which has been ordered and takes the orders of the other couple. Marvin immediately starts to eat. He drops his spoon on the floor and scrambles about to recover it. Later he takes it away with him as a souvenir. In the meantime, Lucy and Leo have been served. They look on with disgust as Marvin combs his hair and picks his teeth and Mabel applies lipstick. Having consumed their refreshments in an awkward and hurried manner, the first couple rise to leave. Leo stands and expresses pleasure at having met them.

2.

The boys may line up on one side of the room and the girls on the opposite side for a "spell down" on boy-girl relations. The teacher or a member of the class may then ask questions on various phases of etiquette and social conduct, such as "Is it all right for a man to walk in the middle when with two girls?" or "When a boy happens to meet a girl at a soda fountain, is he expected to pay for the drink which she has ordered?" If the teacher prefers, the class may be asked to make the list of questions before the game begins.

3.

Provide a question box on boy-girl relations. Problems that students may wish to present should be written on slips of

paper and put into the box for the teacher or class members to answer. Questions of general interest may be open to class discussion. Any questions of a personal nature may be answered in private by the teacher.

4.

From the characteristics listed below, select the 10 which you consider most desirable in a boy friend or a girl friend and arrange them in the order of their importance from your viewpoint. The class secretary may compile the results for the consensus of the group. Discuss the results of the boys' listings; of the girls'. Keep the lists for further use in connection with the first activity in Chapter 10, page 183.

Good looks	Health
Good disposition	Pleasing personality
Intelligence	Character
Religion	Education
Athletic ability	Industry
Sportsmanship	Good habits
Thrift	Ambition
Good manners	Poise
Self-confidence	Temperance
Consideration	Initiative
Cooperation	Helpfulness
Generosity	Studiosness
Conversational ability	Musical ability
Homemaking ability	Cleanliness
Unselfishness	Ability to earn money
Attractive appearance	Social standing
Wealth	Family connections
Ability to dance well	Modesty

5.

Make a list of the qualities that you most dislike in the opposite sex and arrange them in the order of their importance to you. Use these lists as a basis for a class discussion.

In the list of books that follows you will find more information on how to be popular with the other sex, what boys and girls like in members of the other sex, and how to act when on a date.

ALLEN, BETTY, and MITCHELL BRIGGS, *If You Please!* J. B. Lippincott Company, Philadelphia, 1942, Chap. 5.

BOYKIN, ELEANOR, *This Way, Please*, The Macmillan Company, New York, 1940, Chaps. 11, 12, 17.

BUTTERFIELD, OLIVER M., *Love Problems of Adolescence*, Emerson Books, Inc., New York, 1941, Chaps. 1-3.

CRAWFORD, CLAUDE C., ETHEL G. COOLEY, and C. C. TRILLINGHAM, *Living Your Life*, D. C. Heath and Company, Boston, 1940, Chap. 7.

DALY, SHEILA JOHN, *Personality Plus!* Dodd, Mead and Company, New York, 1946.

FEDDER, RUTH, *A Girl Grows Up*, McGraw-Hill Book Company, Inc., New York, 1948, Chap. 7.

GILES, NELL, *Susan Tells Stephen*, Hale, Cushman & Flint, Inc., Boston, 1942, Chaps. 9, 10.

GOODRICH, LAURENCE B., *Living with Others*, American Book Company, New York, 1939, Chap. 8.

Hi There, High School, Scholastic Publications, New York, 1947.

LANDIS, PAUL H., *Your Marriage and Family Living*, McGraw-Hill Book Company, Inc., 1946, Chap. 6.

SORENSEN, HERBERT, and MARGUERITE MALM, *Psychology for Living*, McGraw-Hill Book Company, Inc., New York, 1947, Chap. 26.

SPRACKLING, HELEN, *Courtesy*, M. Barrows & Company, New York, 1944, Chaps. 20, 21, 26.

STRATTON, DOROTHY C., and HELEN B. SCHLEMAN, *Your Best Foot Forward*, Whittlesey House, McGraw-Hill Book Company, Inc., New York, 1940, Chap. 6.

VAN DUZER, ADELAIDE, and OTHERS, *The Girl's Daily Life*, J. B. Lippincott Company, Philadelphia, 1944.

10

ON CHOOSING A MATE



Dating is the gateway to marriage. Even though the majority of students do not think about the boys or girls whom they date in that way, their high school friends are potential wives and husbands. A large percentage of boys and girls leave school and go to work before graduation or immediately afterward. In a comparatively short time many of these same young persons marry, and frequently they marry the boys and girls with whom they associated while in school.

WILL YOU REALIZE THE SERIOUSNESS OF MARRIAGE?

Since so many young people marry before they are twenty, it is advisable for them to give some consideration to the kinds of persons whom they date while in high school. The

first attraction one has for another is usually physical—for a pretty girl or a good-looking or athletic boy. The first impulse of two people who are attracted to each other is the desire to get together. How much better it would be if they would look for something more lasting than appearances before becoming hopelessly infatuated!

Marriage is a lifetime contract, and those who enter into it lightly and thoughtlessly for immediate physical pleasure have a good many years in which to regret their actions. Making a mental list of the characteristics and abilities you would like to find in a mate may prevent you from becoming too much interested in a person with whom you could not live happily for the rest of your life. It may also help you to become conscious of the qualities that help two people to live together harmoniously. But do not expect more of a mate than you are willing to give. Too often people look for desirable traits in other persons without realizing that they themselves must also have something to offer. When you are observing someone else, remember that perhaps you, too, are being watched and evaluated.

Look for the qualities in a mate that harmonize with your own. In response to a girl's inquiry regarding personal likes and dislikes, a young man asked, "Do you like to eat?" "Yes," she replied. He said, "We have similar tastes. Let's get married." That is just about as deeply as some young people think. Selecting the right partner for 30 or more years is no joking matter. A little more serious consideration in choosing a mate who thinks and feels as you do and who possesses character traits similar to yours will result in a happier marriage.

AT WHAT AGE SHOULD YOU MARRY?

In their book, *Predicting Success or Failure in Marriage*, Burgess and Cottrell¹ show that there is a very small percentage of happy couples among those in which the wife was under nineteen years of age and the husband under twenty-two years of age at the time of marriage. "In the great majority of cases," they say, "there seems to be no doubt regarding the unfortunate effects of early marriages. Many of these marriages are hasty unions, often after short acquaintance, generally entered into despite the opposition of parents, with the wife unprepared for the duties of managing a household and with the husband unable to support a wife."

There are several well-founded reasons why marriages between teen-age boys and girls are not successful. In the first place, boys and girls often mistake infatuation for love. True love is a feeling of giving and sharing—a desire to do for the other without receiving anything in return, a feeling of consideration for the physical and mental comfort of the other, a willingness to give up that which one treasures highly. Real love enables two persons to overlook each other's eccentricities and weaknesses. It gives them strength to overcome misfortunes which would cause others not really in love to become divorced. Love is the foundation of a perfect home. If young people are not absolutely sure that the feeling they have for each other is genuine, they had better wait and let time help them to decide.

Teen-age boys and girls are not mentally ready for mar-

¹ BURGESS, ERNEST W., and LEONARD S. COTTRELL, JR., *Predicting Success or Failure in Marriage*, Prentice-Hall, Inc., New York, 1939, pp. 116-117.

riage. They think in terms of sweethearts, not in terms of husbands and wives. They do not realize that the things they do while courting are not the things they will do after marriage. After the honeymoon more time is spent in making a home and earning a living than in romantic love-making. Young couples find that their whole lives are changed by marriage. Oh, they may continue to go to dances, take in a movie, or play bridge; but these pastimes are outweighed by the more serious aspects of married life. Meals must be cooked, dishes washed, the house cleaned, clothes laundered, the furnace tended, ashes carried out, the lawn mowed, and the baby cared for.

IS SALARY IMPORTANT IN CONSIDERING MARRIAGE?

Teen-age boys and girls are not economically prepared for marriage. The younger the boy is, the less time he has had to prepare himself for the responsibility of supporting a family. It has often been said that when poverty comes in through the door, love flies out the window. One of the most serious problems which young couples have to face is the lack of money. Boys who marry too early do not have sufficient education or technical skill to get lucrative positions.

Many follow-up studies of boys who have left school are made from time to time both in Canada and the United States. With a very few exceptions, the facts reveal that the early years of employment are the years of the lowest earning ability. Employers explain and justify this by pointing to the fact that the new employee requires a great deal of instruction and expensive supervision in these early years before he can be trusted to handle the job alone and make decisions for himself.

In Canada, at present, the secondary school graduate may not expect to start at more than about \$1,200 per year, while those with fewer years of schooling will probably earn less than



The salary you are earning when you marry will be an important factor in the success of your marriage. Leaving school to go to work is one way to assure yourself of a low salary.

\$1,000 the first year.* How can young men expect to support families adequately on such incomes?

The experience of social workers, particularly in cities, indicates that unless the income exceeds \$1,500 the home cannot get off to a sound start nor carry on happily. If there is not sufficient income to allow for the purchase of insurance

* Apply to the Dominion Bureau of Statistics, Ottawa, for accurate estimates regarding earning power and cost of living.

protection and to permit some form of saving or capital accumulation, the prospects cannot be considered good.

If those who are contemplating marriage will make a list of all the expenses of operating a home for 1 month, they will probably postpone the event until the boy is better able to take on the responsibility. Remember that the salary a man earns establishes his family's level in society. Could you be happy living in the neighborhood and in the type of home which such salaries as these would provide?

A college professor in economics asked her girl students to estimate the salaries which they thought likely to be earned by their husbands 1 year after graduation from college. The girls named figures ranging from \$5,000 to \$10,000 per year. These responses showed how little thought the girls had actually given to the subject.

Did you know that in 1945 less than 2 percent of the workers of Canada earned over \$5,000 a year? In the same year, the average annual per capita income was about \$900 after compulsory deductions. The 1949 figures for the average weekly earnings of hourly rated employees, which includes skilled, semiskilled, and unskilled workers, ranged from \$37.15, in Quebec City, to \$46.42, in Vancouver.* It is easily seen that he is a fortunate worker who earns \$2,500 per year. While it is true that college graduates are specially trained, they still are expected to start at about \$2,000 a year and then work slowly up the salary schedule.

A boy in the teens has not had time to acquire a savings account sufficiently large to purchase even the essential furnishings for a home. So the young married couple buys on the installment plan, and thus they start life together "in

* *Annual Report—Wage Rates and Hours of Labor*, Department of Labor, Economic and Research Branch, Ottawa, Canada.

the red." At the end of the month they find that the "easy payments" are not so easy and that there is not much left for current expenses. Then the trouble begins.

A girl should consider whether or not her prospective mate has the making of a good provider. Is he trained in some line of work that will enable him to furnish more than the bare necessities of life? Would more training on his part prepare him for a better job and enable him more easily to assume the responsibilities of marriage? One of the greatest mistakes a girl can make is to accept marriage from a young man before his future is secure and thus to prevent him from completing his education.

HOW MUCH TRAINING SHOULD THE GIRL HAVE?

Just as it is the young man's responsibility to earn the living, it is the girl's responsibility to keep a comfortable home and to cook and serve well-balanced meals within the couple's income. Girls who marry young have not had time to learn these things. Most girls help at home; but helping their mothers and running homes of their own are two different things.

A boy should consider whether or not his girl friend has the characteristics of a good homemaker. Would she be interested in keeping house? Could she cook, sew, set a table, and serve a dinner for his friends and business associates in such a way as to make him proud of her? Would she be thrifty? Spending the family income and buying wisely are not the same thing. Ability in home management can be acquired only by active participation in the running of the house and by interested observation.

HOW CAN YOU JUDGE YOUR PROSPECTIVE MATE?

In addition to being able to provide for and manage a home, there are other qualities that are essential in a mate. You have probably heard so much about character and personality that you have grown tired of them. But it is important to your happiness that the person whom you marry possess those qualities which you respect and admire.

Perhaps you are wondering how you can detect the character and personality traits that make for a happy marriage. You can find out a great deal about people if you will observe them closely, especially when they do not realize that they are being watched. Most persons are quite careful to act appropriately before those whom they wish to impress, but they are off their guard and less restrained when at home or among intimate friends. If possible, visit in your friend's home for several days at a time and have your friend visit in your home. Under such close contact you may discover whether or not you have enough in common to keep you interested for the remainder of your lives.

It has been said that one does not marry his mate's family. However, it certainly makes a much happier situation if both families are congenial. It is important, then, to become well acquainted with your friend's family. Both boys and girls often have habits and characteristics very much like their parents. A boy can learn a great deal about the kind of wife and mother a girl will be by observing her mother. Notice the relationship that exists between mother and daughter. Try to find out whether they get along well together or whether they quarrel and disagree. Is the girl helpful in the home? Does she have to be forced to do her share

of the work or does she do it willingly? What is her attitude toward her younger brothers and sisters? Is she kind, considerate, and patient with them? Or is she irritable? If you like children, it is very important that you marry a girl who also likes them and who wants children of her own.

A girl can observe whether her boy friend treats his family with the same thoughtfulness that she would like to receive from a husband. Especially notice how he treats his mother. A man who is kind and considerate toward his mother will act the same way toward his wife. Is your boy friend thoughtful and helpful in the home? Men often say that they will be more interested in doing things around the house when they have a home of their own. However, it does not often work out that way. Those who show no interest in home life before marriage do not change overnight simply because of a marriage ceremony. Many girls have been sadly disappointed in their efforts to make men over into the kind of husbands they want. Do not think that you can save a man from himself. If he is a spendthrift, a drunkard, or a ne'er-do-well, marriage will not change him a great deal.

HOW LONG SHOULD THE COURTSHIP BE?

In their study of more than 500 married couples, Burgess and Cottrell¹ discovered that the couples who had made the best adjustment had known each other 5 years or more and had "kept company" from 3 to 5 years before marriage. The most poorly adjusted couples had known each other less than a year and had gone together less than 6 months before

¹ BURGESS, ERNEST W., and LEONARD S. COTTRELL, JR., *Predicting Success or Failure in Marriage*, Prentice-Hall, Inc., New York, 1939, pp. 164-168.

marriage. It was also found that the most happily married couples had been engaged for 2 years or over and that there were comparatively few happy couples among those who had been engaged less than 3 months before marriage.



What kind of disposition does your friend have?
Finding out about this and many other factors means knowing each other well for a long period of time.

These figures seem to show that longer courtships tend to weed out those couples who are not suited to each other, and that going together long enough to discover faults and common grounds of interest is much wiser than a brief courtship. It can fairly be assumed that the shorter courtships in this study represented the marriages based solely on romance and that the longer ones represented those based on companionship.

If two people go together long enough, they can find out

many things about each other. If they quarrel a great deal while dating, they will probably continue to quarrel after marriage, although some of the reasons for the disputes may be eliminated by the ceremony. If two people cannot get along pleasantly before marriage, it need not be expected that their relationship will greatly improve afterward. Moody and sullen persons are disagreeable companions. Before considering marriage, go with a person long enough to know that you can depend upon his disposition. Things do not always go as planned, and on such occasions it is most comforting to know that your spouse will not embarrass you before friends. A girl who displays fits of temper for no apparent reason or one who cries because she cannot have her own way has most likely been spoiled as a child and will expect you to continue to pamper her. Such a person is showing a poor adjustment to adulthood and is too immature for marriage. Jealousy also causes much unhappiness. Some young people are of the opinion that one is not really in love unless one is jealous. Jealousy is not love. It is a state of poor mental health. Many happy homes have been wrecked because one of the partners was needlessly jealous.

HOW CAN YOU TELL NOW WHAT A PERSON WILL BE LIKE LATER?

If young people would only take a sane and sensible view of marriage, there would be fewer divorces and more happy homes. Consider it from all angles, not just one. Remember that the marriage contract is binding and that you have a good many years of life ahead of you. Look for more than a beautiful face or a strapping physique. Beautiful flowers fade and so do human beings. After the exterior has

changed, there must be something else to take its place. The really beautiful persons are those who are beautiful on the inside. They are sweet and helpful, kind and considerate, and pleasant and easy to live with.

Notice your best girl's line of chatter. Could you listen to it morning, noon, and night for the rest of your life, or does it bore you? Does it indicate that she has a catty or a complaining nature? Does your boy friend have the making of a congenial companion? Does he always want his own way like a spoiled child, or does he respect your wishes? Is he well thought of? Does he have many friends? Are they persons of high standing and good character? Whether or not a person is liked by members of his or her own sex is significant. When young people are not accepted by others of their sex, there usually is a well-founded reason.

If a boy changes jobs too often, it is an indication that he is not as reliable and dependable as he should be. Certainly he is not ready to take on the responsibility of a family. The record that he makes in school is another indication of the way a boy will get along in the vocational world. If he is lazy and careless with his schoolwork, he is likely to be much the same way in later life. A girl who tries to avoid helping her mother with the housework will very probably shirk her work in her own home. A lazy boy makes a poor provider, and a lazy girl makes a poor housekeeper. Two lazy people or two energetic ones could, no doubt, live very happily together. But a shiftless person would only irritate an ambitious partner.

Be constantly on the alert for signs of strong or weak traits in your friends. By listening to and observing a person at school, at home, or at a social gathering, it is easy to tell

whether or not he is selfish and self-centered. By noticing a companion's behavior in public, you can find out a great deal about his character and personality. A boy's attitude toward a waitress or an usher and a girl's behavior toward a maid or a salesperson may indicate whether the person is domineering, arrogant, and faultfinding, or considerate and understanding. By their manners and deeds in public, boys and girls unconsciously betray the ways in which they will react to everyday situations in their homes and with their families.

WHAT ABOUT SIMILAR BACKGROUNDS?

In the event that you aspire to go to college and become a surgeon, teacher, or engineer, do not allow your romances to become too serious. In spite of the fact that many feel that they can marry and complete their schooling later, it usually does not work out that way. The added responsibilities of marriage often intervene and the hoped-for profession is never entered. When you go to college, you meet new people and make new friends.

It is not fair to leave a friend behind with promises to return for the wedding day. Four years of college life cause one to change physically, mentally, and emotionally. You will return to find yourself in a different world than the one you left. You will have met other young people whose intellectual interests are on a level with yours and you will wonder why your friends of high school days have lost their former glamour.

It is not necessary that a husband and wife have the same amount of formal education, but it is essential that they be

on the same intellectual level. People of different educational planes do not have the same interests. The books they read, the types of entertainment they prefer, the radio programs they enjoy, the friends they make, and even the vocabularies they use are different. The one with the lesser amount of education frequently has a feeling of inferiority



Is your friend's family background similar to yours? Marriages are more successful between people with similar education, similar faiths, and similar backgrounds.

and a sense of having missed something in life. Unless this partner makes up for the deficiency in his or her formal education by reading, study, and the cultivation of intellectual interests, there is likely to be serious lack of a common bond between the two.

A person's religious faith should be respected, but many marital problems are eliminated if both husband and wife are of the same religious belief. There is not such a vast difference in the doctrines of the various Protestant denominations; but Catholic-Protestant, Jewish-Gentile, and other marriages of mixed faith often cause discord unless one party is willing to accept the religion of the other. This

problem need never arise if young people think about it before they allow themselves to fall too deeply in love.

Aside from a similarity in education and religion, it is important that two persons considering marriage have somewhat the same family background and standards of living. A young woman whose environment or home life has been such that she will want to spend more than her husband's income will be a hindrance to him. Two people can make a much happier adjustment in marriage if they have the same ideas about spending and saving. The more ideas, ideals, and interests they have in common, the better. If they enjoy the same sports, the same friends, the same type of entertainment and recreation, and if each knows enough about the other's work to appreciate and understand it, they will certainly have the basis for a more agreeable companionship. It is true that temperaments need not be just alike. Instead, it is sometimes an advantage if they balance each other. For example, an optimistic mate may be good for one who is easily discouraged; a sociable and friendly one may help a retiring mate.

Finally, when considering a person as a possible partner for life, do not overlook the matter of health. You are off to a much better start if your mate is vigorous and strong and physically able to assume the duties of home building. It is vitally important, too, that you find out whether or not there is feeble-mindedness, insanity, or any hereditary disease in the family of your prospective mate.

HOW CAN YOU CHECK ON YOUR OWN DECISION?

Before you definitely decide to marry, be sure that you have made no mistake in your choice. Although it is said

that love is blind, there is still no reason why persons cannot fall in love intelligently and thus see to it in advance that they have a fair chance of being well mated. Postpone marriage until you are mentally and economically ready to take on the responsibilities that it entails. Read some good books on sex education, marriage, child rearing, and family life. Discuss freely all questions pertaining to marriage, and try to arrive at a satisfactory solution and agreement on any problems that are likely to arise.

You high school students will be the parents of the next generation. You have an obligation to your unborn children and to society. While you are still in school, you have an opportunity to develop an appreciation and an understanding of the problems with which administrators and teachers are confronted. You can see for yourselves that there are too many delinquent children who might have been different if their parents had built up in them different attitudes. It is impossible for the schools to reach and influence the parents of these children. But they can still hope that you, the parents of tomorrow, will teach your children to have the proper regard for education, the rights of citizenship, and the property rights of others. It will be within your power to establish the kind of homes in which children can learn and practice democracy through the proper respect for the personalities of all the members of the family. This is a far-reaching responsibility that you should not take lightly.

CONSIDERING FACTORS WITH REGARD TO MARRIAGE

1.

Make a list of the traits that you consider most desirable in a mate, and arrange them in the order of their importance

in your opinion. Compare and discuss with the class your lists and your reasons for their arrangement. It will be interesting to note the difference in the relative importance attached to various traits by boys and by girls. Compare this list with the one you made for the fourth activity in Chapter 9, page 164. Why do they differ? What traits have you mentioned as desirable in a mate that you do not think essential in a sweetheart?

2.

Make a budget for running a home for 1 month for a family of two and also for a family of three, the third person being a small child. Use a monthly salary of \$200. Be sure to include food, rent, clothing, transportation, recreation, medical and dental care, household supplies, home furnishings and equipment, contributions and gifts, personal care (haircuts, cosmetics, etc.), education (books, magazines, etc.), vocational expense (union dues, uniforms, etc.), fuel, light, water, and telephone service. How much can be set aside for systematic saving?

3.

Make a list of the absolutely essential items that a couple would need to purchase in order to start keeping house. Estimate the price of each article and the total cost.

4.

Assuming that a family of two spends two-fifths of their weekly salary for food, make out menus for 1 week for a low-income worker (about \$35 per week).

5.

Enumerate some of the things which concern young couples after marriage but which were of no interest to them before.

6.

Discuss the advisability of marriage between two people who differ in:

- a. religious beliefs.
- b. education.
- c. social status.
- d. political views.
- e. ideals.
- f. age.
- g. nationality.

7.

Discuss the following subjects:

- a. The length of time two persons should go together before considering marriage
- b. How young men and women can be sure that they are marrying the right persons
- c. How the qualities that are desirable in a husband or wife can be detected in a high school boy or girl

In the list of books that follows you will find more information on selecting a mate for happy and successful marriage and family life.

ADAMS, CLIFFORD R., "How to Pick a Mate," *The American Magazine*, December, 1944.

BENNETT, MARGARET E., and HAROLD C. HAND, *Beyond High School*, McGraw-Hill Book Company, Inc., New York, 1938, Chap. 9.

BOWMAN, HENRY A., *Marriage for Moderns*, McGraw-Hill Book Company, Inc., New York, 1942, Chap. 7.

BOWMAN, WARREN D., *Home Builders of Tomorrow*, Elgin Press, Elgin, Ill., 1938.

- BUTTERFIELD, OLIVER M., *Love Problems of Adolescence*, Emerson Books, Inc., New York, 1941, Chaps. 4, 5.
- EDSON, NEWELL W., *Choosing a Home Partner*, The American Social Hygiene Association, New York.
- GEISEL, JOHN B., *Personal Problems and Morale*, Houghton Mifflin Company, Boston, 1943, pp. 280-321.
- LANDIS, PAUL H., *Your Marriage and Family Living*, McGraw-Hill Book Company, Inc., New York, 1946, Unit III.
- LLOYD-JONES, ESTHER, and RUTH FEDDER, *Coming of Age*, Whittlesey House, McGraw-Hill Book Company, Inc., New York, 1941, Chap. 4.
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- SNOW, WILLIAM F., *Marriage and Parenthood*, American Social Hygiene Association, Inc., New York, 1944.
- SORENSEN, HERBERT, and MARGUERITE MALM, *Psychology for Living*, McGraw-Hill Book Company, Inc., New York, 1947, Chap. 27.
- VANDUZER, ADELAIDE, and OTHERS, *The Girl's Daily Life*, J. B. Lippincott Company, Philadelphia, 1944, Unit 15.

II

ABOUT YOUR PERSONALITY



Character is what one really is—the sum total of one's innate characteristics. It is made up of all the qualities, both good and bad, part of which are born in one and part of which are developed of one's own accord. Personality is what one appears to be—the sum total of one's acquired personal traits. It is determined by appearance, manners, and disposition. Character can be controlled and developed; personality can be improved and strengthened.

OF WHAT IMPORTANCE ARE PERSONALITY AND CHARACTER?

A person who has a strong character and a winning personality is very fortunate. He has the essentials for making friends, for leading and influencing people, and for succeeding in a vocation. He has that intangible something which works magic over others and causes them to want to be with him and to do things that please him.

A businessman recently said that success in business and industry does not depend so much upon a young person's ability and training as upon his possession of a good personality. When an employer writes or telephones a reference to inquire about a prospective employee, he does not ask whether the applicant is wealthy or handsome. He inquires first about his job ability, and then about his neatness, integrity, perseverance, loyalty, industry, initiative, trustworthiness, and disposition. Every young person looking for a job must be prepared to give references for education, work experience, character, and personality. The character and personality references are considered by no means the least important of these. In fact, in a recent survey of seventy of the nation's largest firms, the employment officers said that they considered personality more important than ability for all positions except those in technical and scientific fields. These personnel managers also stated that in employing college graduates they considered these personality traits as the most important: ability to get along with people and to work cooperatively with them, ability to meet and talk to people easily, and attractiveness in appearance.

Many colleges and professional schools admit students not only on a basis of their school records and credentials, but on a character recommendation from the high school principal or by a personal interview in which the personality traits of the prospective student can be observed.

HOW CAN A PLEASING PERSONALITY BE DEVELOPED?

A good way to develop your personality is to watch people with whom you come in contact, decide which ones you ad-

mire, and then emulate their good traits and discard their bad ones. No one is perfect, but everyone has some pleasing characteristics. Think about your acquaintances—in the classroom, in your neighborhood, or in your gang. No doubt some of them are drab and uninteresting, while others are gay, vivacious, and friendly. What is the difference in the personalities of these friends of yours? Why do the boys and girls flock around some of them and shun others? Certainly you do not want to be a poor imitation of someone else, but you can get a great many helpful pointers by observing in others the qualities that make them liked or disliked. Examine yourself in the light of what you want to be and try to develop those traits which you admire in others. Consider your good and bad points, your virtues and your weaknesses. Then do everything in your power to correct those weaknesses. Become conscious of the effect of your personality upon others.

Because the average person cannot look at himself objectively, it is difficult to study his own personality. In order to simplify the task, try to break personality down into its component parts and apply each of these parts to yourself.

WHAT GIVES OTHERS THEIR FIRST IMPRESSION OF YOU?

General appearance is the phase of personality which first impresses one. A person may be quite homely and yet have a face that is so pleasant and so full of spirit and animation that it is never thought of as being plain. Very few people are actually handsome. Do not worry about it if your features are not sculpturesque. You will have an attractive face if your skin indicates health and the use of plenty of soap

and water; if your teeth are well kept; if your hair is clean and well brushed; if your eyes are not dulled by lack of sleep; and if a drooping mouth and a scowling countenance



Appropriate clothes help you to be popular, especially if they are accompanied by a cheery and welcome attitude.

do not betray an unpleasant disposition. The person who holds his head erect and walks with a spring in his step has a grace and poise that cannot be rivaled by the swaggering and the slouchy types. People who were not born with good looks can go just as far and often further than those who are more handsome. Perhaps a little more time and thought

must be put on their appearance. They may need the help of good grooming and well-chosen clothes to set them off to the best advantage. But a good sport who does things cheerfully and willingly, fits in with the crowd, and is interested in other people does not need a baby face.

Wear appropriate clothing for every occasion and, above all, be sure that your clothes are clean, pressed, and in good repair. Study your type; decide which colors and styles do most for you; and plan your clothes accordingly. Avoid loud colors, combinations of many colors, unharmonious colors, and extremes in fashion. When undecided about what to wear on any occasion, remember that it is always safe not to overdress. Plain, simple clothes, which are becoming to your type, are always in good taste. But do not rely on your apparel alone to make you attractive. Your personality should never be overshadowed by an outfit that screams for attention. Dress so that your clothes seem a part of you, but not the most important part. To realize the significance of a pleasing appearance, just think about whether or not you are immediately attracted to a girl with stringy hair, dirty fingernails, and a soiled sweater or to a boy with discolored teeth and grease spots on his clothes. An attractive appearance is worth while not only for its effect upon others but for the confidence it gives to the individual himself. A person feels bolstered up by the knowledge that he is looking his best.

WHAT PART DOES CONVERSATION PLAY IN PERSONALITY?

People are also affected by the voices of others. A voice that is rasping, whiny, nasal, high, and shrill, or low and

guttural may detract from an otherwise pleasing personality. Boys and girls do a great deal of speaking in the course of their everyday lives. They should try to develop pleasant, well-modulated voices that do not attract undue attention. Especially should they guard against being too loud in speech, laughter, and behavior.

The ability to converse with anyone, regardless of his educational level, and to make him feel comfortable in your presence is an indication of intelligence. This trait can be cultivated by being truly interested in other persons, by showing an interest in the things they do, by asking leading questions to bring them out and to make them feel important and at ease, and by giving undivided attention when they are talking.

If you find it difficult to start a conversation with a person whom you have just met, talk about the thing that seems most obvious at the moment. As soon as possible, find out something about the other person's hobbies and interests and get him started talking about himself or about something on which he is well informed and about which he likes to talk. Of course this does not mean that you should pry into his personal affairs.

Not only should you try to be an interested listener, but you should also learn to contribute your part to the conversation. If you would be a good conversationalist, store up bits of unusual information and some amusing incidents that can be used when conversation lags. Do not resort to malicious gossip and hearsay. To be sure, passing on kind or pleasant news about one's friends is not objectionable or out of place. Never interrupt when another person is talking. No matter how much you may want to add your bit to

something that is being told, it is unpardonable to try to steal the stage by doing all the talking. There is no surer way of becoming a bore than by talking incessantly, by telling long-drawn-out stories, by airing your own accomplishments, or by telling your personal troubles. If you have done anything worthy of praise, let someone else find it out and tell it. It will sound much better when it comes from other lips than your own.

Asking the opinion and seeking the advice of persons usually compliments them and makes them feel kindly toward you. Use praise indirectly and in a subtle manner when you feel that it is deserved. Gushiness and insincerity are never appreciated. Keep in mind the interests of your friends and, when you see them, inquire about something in which they are deeply interested. Anything kind that you can say about a person's home, family, or possessions will please him.

Perhaps the most rare and yet the most gracious persons are those who are truly tactful in their actions and their conversation. They are kind and considerate and, without being obvious about it, they always do and say the things that make those about them comfortable. They meet every situation diplomatically without any desire to attract favorable attention to themselves. They never call attention to the errors or the weaknesses of their friends, and they refrain from being frank to the point of hurting the feelings of others. They may not be conscious of it, but they are usually quite popular because they have the enviable faculty of being able to make others feel happy and self-satisfied.

Character actors are all right on the stage, but those who try to mimic them usually only succeed in making themselves ridiculous. Give your own individuality a chance, and

do not resort to poor imitations of the gestures and expressions of others. Children often develop the boring habit of repeating the same phrases incessantly. In answer to every remark addressed to them, they say, "Don't be a moron!" "That's corny," "Jeepers creepers," or "You're dopey." Older persons are no more original or impressive when they perpetually use "Uh-huh," "Yeah," and other meaningless and overworked expressions. The use of slang and profanity generally indicates a limited vocabulary. You will be a much more interesting and entertaining person if you will try to be original in your speech instead of using the same hackneyed terms used by everybody else.

ARE YOU A HAPPY, GRACIOUS PERSON?

A ready smile will go a long way toward making people like you. Happiness radiates happiness. Although we all may feel gloomy at times, we do not like to be in the presence of a grouch. Those people who have a perpetually dark outlook on life are never very popular. You cannot be indifferent and disagreeable and expect the world to open its arms to you. A cheery "Good morning" starts the day off right, and a friendly "Hello" helps to keep it that way. Develop a sense of humor and learn to laugh—even at times when you feel more like crying.

People are attracted by a friendly disposition. But one cannot have friends unless one makes an effort to be friendly. Many young people have too much "gimme" but no "give." They expect favors and cooperation from others but are too busy to help when their services are requested. When you are asked to do little things for others, respond graciously

and make the person glad he asked you. If it is impossible for you to help, say so in a nice way without being too blunt. On the other hand, if you are the one who is seeking help, do not "work a willing horse to death" by constantly imposing upon your friends for favors.

The secret of friendship is common interest. The more mutual interests you share with another person, the deeper your friendship will become. In order to have many friends, learn something about the things in which the boys and girls of your acquaintance are interested. Try to acquire some skill in the line of sports and recreations, which will make you a welcome member of the group. Some people attempt to make friends simply for the sake of the material things which they may receive and the services which they may obtain from them. Such friendships cannot last. If you want to keep your friends, be unselfish; give a little more than you expect to receive; and do not try to dominate them.

HOW DO YOUR HABITS HELP TO FORM YOUR PERSONALITY?

A young person gradually develops his personality by the habits he forms and by the way he reacts to situations that arise from day to day. There are many undesirable traits that may be thought of as a part of one's nature while in reality they are merely one's ways of solving or getting around difficult problems. Persons often act in a peculiar manner to hide their real feelings, to get their own way, to attract attention, or to avoid doing certain things.

High school students frequently use very childish methods of meeting their problems. They claim illness as a means of getting out of class or of escaping an examination. They find

that this ruse works, so they use some similar means to obtain other ends. In order to get out of doing the dishes or



If you are a bully, you indicate that you feel inferior and are trying to get attention.

mowing the lawn, they pretend to have an important report that must be written. In an effort to get their own way or to rebel against parents' authority, some boys and girls even scream, kick, throw books, stamp the floor, and go into tan-

trums. Of course this behavior is usually found only in young children. Older persons who resort to such actions are not well-balanced emotionally.

Some persons who are unable to make good grades easily, whose clothes are not as good as they would like, who are not as popular as they might be, or who do not have as much spending money as some of their classmates, use various methods of making up for these unmet needs. Some of them resort to the old "sour grapes" idea of pretending that they do not want things that are hard to get. Others spend much of their time in daydreaming. By imagining themselves beautiful, popular, wealthy, or heroic, they try to find the satisfaction that they are not getting from real accomplishment. On the other hand, there are boys and girls who try to make up for a lack of ability in one thing by doing especially well in something else. Then there are those who, because of timidity, fear of criticism, or too much dependence on their parents, have withdrawn into a shell and refuse to take part in things which normal young people of their age do.

Boys and girls who feel that they are not loved or wanted by their families often try to get the attention they crave by becoming the teacher's favorite, by bullying younger children, or by showing off at school. Even though they may be altogether unconscious of it, persons who feel inferior in some way, or those who are not getting as much recognition as they would like, often try to attract attention to themselves by wearing flashy clothes, bragging about their possessions, or belittling others. Quite frequently those students who make themselves so obnoxious by their arrogant and egotistical attitude are really suffering from an inferiority complex. If you recognize this characteristic in a classmate,

you should pity rather than blame him. Examine your own personality and try to discover whether or not you are at-



Wearing flashy clothes won't give you personality nor make you popular. It will only prove that you want recognition and have to go pretty far to get it.

tempting to make up in a roundabout way for something that is lacking in your life.

A person's whole life can eventually be changed because it is built around unnatural acts foreign to his true nature. To keep up a front, one may develop undesirable personality traits that remain throughout life. Your personality will be determined largely by the way in which you face your problems. Instead of trying to find a way out of difficulties, tackle them squarely and overcome them. This is the way to be a well-balanced individual.

DO PHYSIQUE AND TEMPERAMENT AFFECT PERSONALITY?

Sometimes personality is affected by such things as fatigue, pain, disease, or handicaps. A person with a physical defect may become bitter, sensitive, or shy to the extent that he lets his misfortune ruin his whole life. Or he may take the handicap for granted, overcome it, and live so normally that his disability is seldom noticed. Some persons even let unusual height or weight cause them to become warped and disagreeable. Weight can usually be controlled, and the appearance of height can be changed by one's bearing and manner of dress. If you have crooked teeth, a bad complexion, or some other physical source of embarrassment, consider the problem carefully and do what you can to overcome it. Then put it out of your mind and do not allow it to overshadow your many attractive features. A charming personality is much more important than a perfect physique. Develop in yourself and look for and appreciate in your friends the qualities that really count.

People who are bashful and shy or those who enjoy their own company more than the company of others are some-

times grouped as social introverts. They may have been so protected or so dominated in their childhood that they have come to live too much within themselves. They usually day-dream a great deal and they think more about themselves, their personal interests, and their effect on others than about the outside world. Introverts may hesitate to enter into group activities or discussions. Oral reports and recitations before the class are a nightmare to them. Introverts, however, are often the best scholars. Because of their capacity to withdraw from others and to spend much time alone, they can usually accomplish more than their socially minded classmates. If there were no thinking introverts, there would be no scientists or inventors. If you are naturally introverted, make an effort to associate more with other people. Take part in social events and group activities to the extent that you feel at ease in the company of others.

An extrovert is a person who is extremely friendly and sociable and who is very much interested in persons and things around him. He usually adjusts easily to new situations and is very little concerned about himself, his ailments, or any slights shown him by others. Extroverts are often bold and aggressive. When found among the poorer students, they are the class "cut ups" who do everything possible to attract attention by showing off. On the other hand, the better students who are extroverted direct their interests into more worth-while channels and become class officers or take part in dramatics, debating, church work, and many other school and community projects.

If you possess any of the undesirable qualities of either of these types, try to discover the cause of your weakness and

to find a remedy for it. Strive to develop in yourself the best features of either of these types. It is quite desirable to be a thinking introvert who can study, explore, investigate, and concentrate for long periods of time. However, it is possible to go to the extreme in either case. A person who is neither a real extrovert nor a real introvert but who possesses some of the characteristics of both is called an ambivert. The majority of people are ambiverts.

HOW CAN A STRONG CHARACTER BE DEVELOPED?

At the beginning of this chapter, character was defined as a combination of those innate qualities which are inherited or developed. The fact that we are born with certain character traits behooves us to try very early in life to make the most of the good ones and to conquer the bad ones. It is difficult to change such traits as laziness, selfishness, and jealousy, but with sufficient will power and determination, it is possible to control them. You are accountable for your own character. Nobody else can do anything about it. So, if you would have a strong character, watch for any undesirable traits in yourself and, by sheer determination, change them.

Perhaps you realize that you are selfish. Look for opportunities to deny yourself and to do things for others. Give until it hurts. At first it will be hard; but in time it will become a game, and you will enjoy the self-satisfaction that you will derive from a change in your reputation.

If you are lacking in courage, make a desperate effort to stand up for what you think is right regardless of the weak-

ness displayed by others. Take pride in being individual. It is not necessary to drink, smoke, pet, use profanity, or dress in a certain style simply because others of your crowd do so. Do things because they are of your own choosing, not because you feel that you must play "follow the leader."

Students who would succeed in life and gain the respect of their fellows must train themselves to be reliable. The



Do you loaf while others have fun in activity? Even with a keen mind and good looks, you can't hope to get by if you are lazy.

highest compliment one person can pay another is to say that his word is as good as his bond. A very likable chap lost many of his friends through his failure to keep his word. One could usually find him in bed instead of on the tennis court at the time agreed upon. His indifference to the convenience and pleasure of others cost him many a good time and gave him only a bad reputation.

Dishonesty, if not curbed early, will develop and will undoubtedly lead to unhappiness and failure. A person who is subject to taking small things that do not belong to him while he is young may find that this habit is so strong in later years that it is almost impossible to keep from stealing things that really count. One who is found to be untrustworthy can expect nothing better than to be shunned by society.

A boy or girl who is endowed with a keen mind and the ability to learn quickly but cursed with a lazy streak should do something about it at once. To be a success in life one needs more than natural ability. A certain amount of industry, initiative, perseverance, and ambition is also necessary. You have no control over the degree of intelligence or inherited ability with which you are endowed. It is nothing for you to be ashamed of or to gloat over. Some people with superior intelligence and unusual talents are so lacking in other desirable qualities that they never get very far in life. It is not the amount of ability you possess but the use which you make of that ability that counts in the long run.

Your progress in life will depend largely upon the sum total of the personality and character traits that you develop. What you do with the individual characteristics that nature has given you is your own responsibility.

LOOKING AT YOUR OWN PERSONALITY AND CHARACTER

1.

Plan a debate on some such subject as "*Resolved*, That personality is more important than character," "*Resolved*, That one can succeed regardless of one's personality," or "*Resolved*, That intelligence is more important to success than personality."

2.

Students in groups of two or three may plan and give dialogues to illustrate tactful and tactless reactions to everyday situations. Example: A student walks in proudly wearing a loud plaid suit and asks his friend how he likes it. Plan a tactful and a tactless response.

3.

Arrange for a representative of both a men's and a women's clothing store to talk to the class on appropriate dress for different occasions and for different types of people.

4.

If there is a school of beauty culture in your town, invite one of the instructors to speak to the girls on the proper care of the skin, hair, and nails. If this is not practicable, ask the home economics department to furnish a demonstration of the proper types of clothes to be worn on various occasions and to give explanations in each case, calling attention to harmonizing colors and other essentials in planning one's wardrobe.

5.

The class secretary may be asked to write on the blackboard a list of personality traits as they are suggested by members of the class. He may then distribute strips of paper each bearing the name of a member. Each student should draw three of the slips and prepare personality ratings on the persons whose names he has drawn. The traits listed on the blackboard should be used and each given a rating of 1 (high), 2 (average), or 3 (low). The secretary may then collect the anonymous ratings and return them to their owners. If this is done *carefully* and *conscientiously*, the students will get an idea of how they appear to at least three members of the class. A person who receives three low ratings on the same trait will know that he is considered weak in that trait and that he should do something to correct the weakness. Here is an example of the way three different people rated John Jones on eight different qualities:

Qualities	1	2	3	1	2	3	1	2	3
Cheerfulness	x				x		x		
Consideration		x		x			x		
Courtesy		x			x			x	
Tact	x			x			x		
Neatness			x		x				x
Accuracy		x			x			x	
Appearance			x			x		x	
Friendliness	x			x					x

What would you say John's best qualities are? What seem to be his greatest faults?

6.

Make a list of character traits, arranging them in the order of their importance as they appear to you. Write on the blackboard the combined lists of the members of the class, giving the various traits the placement in which they are most frequently found. This will give you the students' consensus as to the relative value of the various character traits.

7.

Copy the chart on page 205 on a sheet of paper. Place a check mark in the proper column to indicate whether you like, dislike, or are neutral concerning the activities listed. Decide which of the activities are characteristic of the extrovert, the introvert, and the ambivert. Then, considering the likes and dislikes which you have indicated, try to determine the type of personality which you might be said to have.

Activity	Enjoy doing	Avoid doing	Neutral	Type of personality indicated
Taking part in school plays.				
Making announcements in assembly. . . .				
Debating.				
Selling tickets, etc.,.				
Participating in school drives.				
Meeting new people.				
Dancing.				
Swimming with others.				
Skating with others.				
Building model airplanes alone.				
Solving puzzles.				
Studying alone.				
Hiking alone.				
Performing experiments.				
Reading.				
Writing essays.				
Giving book reports.				
Presiding at a meeting.				
Repairing a radio alone.				
Repairing a bicycle alone.				
Competing in a track meet.				
Playing solitaire.				
Playing a solo in assembly.				
Giving parties.				
Starting conversations with new acquaintances.				
Being the "life of the party".				
Brooding over things done or said in the past.				
Analyzing myself.				
Practicing a music lesson.				

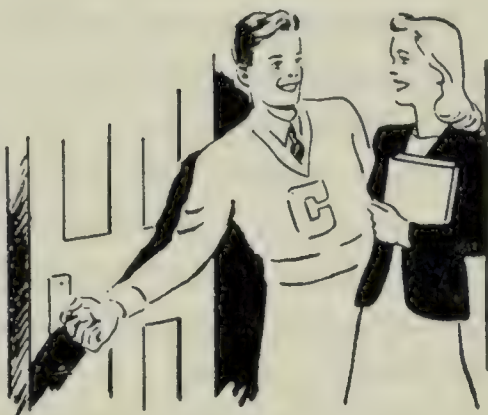
In the list of books that follows you will find more information on the development of your personality and character.

ALLEN, BETTY, and MITCHELL PIRIE BRIGGS, *If You Please!* J. B. Lippincott Company, Philadelphia, 1942, Chaps. 1-3.

- ALMACK, JOHN C., *Exploring Life*, Pacific Press Publishing Association, Mountain View, Calif., 1941, Chaps. 1-3.
- BACON, FRANCIS L., WILLIAM R. WOOD, and CHARLES M. MACCONNELL, *Youth Thinks It Through*, McGraw-Hill Book Company, Inc., New York, 1941, pp. 127-135, 187-195.
- BENNETT, MARGARET E., and HAROLD C. HAND, *Designs for Personality*, McGraw-Hill Book Company, Inc., New York, 1938.
- BOYKIN, ELEANOR, *This Way, Please*, The Macmillan Company, New York, 1940, Chaps. 2, 3, 6.
- CRAWFORD, CLAUDE C., ETHEL G. COOLEY, and C. C. TRILLINGHAM, *Living Your Life*, D. C. Heath and Company, Boston, 1940, Chap. 4.
- DENGEL, VERONICA, *Personality Unlimited* (for women), John C. Winston Company, Philadelphia, 1943.
- EASTBURN, LACEY A., VICTOR H. KELLEY, and CHARLES J. FALK, *Planning Your Life for School and Society*, Charles Scribner's Sons, New York, 1942, Chaps. 3, 11.
- FEDDER, RUTH, *A Girl Grows Up*, McGraw-Hill Book Company, Inc., New York, 1948, Chap. 5.
- GILES, NELL, *Susan Tells Stephen*, Hale, Cushman & Flint, Inc., Boston, 1942.
- HAWES, ELIZABETH, *Good Grooming* (for girls), D. C. Heath and Company, Boston, 1942.
- LASHER, WILLARD K., and EDWARD A. RICHARDS, *How You Can Get a Better Job*, American Technical Society, Chicago, 1942, pp. 89-97.
- RICHMOND, WINIFRED V., *Making the Most of Your Personality*, Rinehart and Company, New York, 1942.
- RYAN, MILDRED GRAVES, *Cues for You*, D. Appleton-Century Company, Inc., New York, 1940, Chaps. 1, 2, 4, 5, 10-14.
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12

CONCERNING EVERYDAY MANNERS



The dictionary defines "manners" as "customary ways of acting." Those whose "ways of acting" conform to the standard social customs are said to have nice manners. Everyone has manners; but some persons' manners are polished and refined, while the manners of others are rude and uncouth. Boys and girls sometimes fail to realize that their way of acting away from home indicates to the world the degree of culture and the standard of living which are maintained in their homes. A display of bad manners shows either a lack of training or an unwillingness to learn.

Have you heard so much about courtesy and etiquette during your lifetime that you no longer listen when reminded of the conventions? Do you sometimes rebel at the whole idea of social customs and good manners? Perhaps you fail to realize the importance of following the accepted rules

of polite behavior or perhaps you think of them only as unnecessary restrictions on your liberty.

WHY ARE MANNERS NECESSARY?

Rules and regulations are made for the benefit of the greatest number. In the same way, a certain code of behavior is necessary for the common good. Schools are democratic institutions and they afford a great deal of freedom of action. But try to picture the confusion that would result if no one observed the ordinary rules of courtesy. In the classrooms, the halls, the library, the office, the lunchroom, and the auditorium, it is politeness that makes the affairs of the school run more smoothly. Little acts of kindness and consideration always promote pleasant relations among students and between teachers and pupils.

Have you ever felt that you were left out of things—that you were not wanted? Have you wondered why that certain girl would not have a date with you? Notice how your manners affect other people; and observe how the manners of others affect you. If you want to be admired and sought after, nothing will add to your attractiveness more than nice manners. Politeness and thoughtfulness will cause others to react more kindly toward you and will go a long way toward making you a more acceptable member of society. On the other hand, nothing makes one more repulsive or disgusting than boorish manners.

Have you failed to get a part-time job for which you felt that you were well-qualified? Have you ever felt injured because an employer has discharged you apparently without a good reason? Success in the business world often depends

upon one's doing the right thing at the right time. The impressions which you are constantly making may hurt you as well as help you. When you least expect it someone may be watching and forming a favorable or an unfavorable opinion of you. It behooves you to be always on your guard.

Ill manners may attract such adverse attention to a person that his good qualities go unnoticed. Recently a boy graduated with honors from a secondary school. His scholastic standing attracted the attention of a firm in which there was an opening of real promise with the prospect of becoming a marine-insurance underwriter after a period of training on the job. The school record and the teachers' recommendations indicated that the boy had all the necessary qualifications for the job. A detailed written report to this effect was supplied by the guidance office of the school. The boy was full of hope when he went for a personal interview with the head of the firm, but he was doomed to disappointment. His lack of polish and smoothness caused him to lose an opportunity which might have affected his entire life. Just at the time when he needed to make a good impression, he failed because he had never recognized the value of good manners.

CAN YOU STEP UP YOUR PACE AS YOU GROW?

Your cultural development should keep pace with your academic training. With each step of your advancement, more is expected of you. High school students should have acquired more smoothness and should display a higher degree of poise than elementary students. College people are expected to have attained a still greater degree of refinement. As you grow older, you will find it more and more to

your advantage to be at ease in all social situations. The kind of manners that will always stand you in good stead can be acquired only through thoughtfulness and constant repetition while you are young.

School is an ideal place in which to learn to live harmoniously with others and to practice the common courtesies which make life run more smoothly.

Good manners have an important place on the athletic field as well as in the classroom. If you are a participant in a game, play fairly; give your opponent a square deal. Be a good teamworker; learn to take orders and obey them; do not play to the grandstand. Do not be the kind of player who "rubs it in" when a teammate makes a blunder or who holds a grudge after the game is over. Much of the value of sports is lost by persons who think that the main object of the game is to win, no matter what the cost in trickery and deliberate violation of the rules. Learn to take defeat as well as victory. If you lose, congratulate the winner without making excuses for yourself or blaming the officials for your defeat. If you win, do not boast, but tell the loser that he gave you a good game. A gloating winner is just as detestable as a sulking loser.

Visiting teams should be regarded as guests and extended every courtesy. Just because there is a little friendly rivalry between two teams, you should not regard everyone from the visiting school as your natural enemy. Treat your opponents as you would like to be treated on the return engagement. Concede a doubtful point to them, assist their injured players, and do not razz their team. The good sports in the bleachers do not groan at penalties, jeer at the plays of opponents, or resort to calling the players or the officials abusive

names. Rather, they cheer for the good plays of the opposing team.

HOW ARE YOUR MANNERS IN PUBLIC?

Young people often feel that good manners are not necessary in public places. They somehow think that what they do makes no difference so long as they are unknown by the persons about them. Such reasoning sometimes causes them to call unfavorable attention to themselves by their loud, boisterous, and undignified behavior. It does not pay to make yourself conspicuous in public. You never know who may be watching you.

There are a few obvious rules that must be observed by boys and girls who do not want to appear extremely boorish. Do not walk three or four abreast on the street. Do not block the street by standing in a group to talk. When stopping to speak to someone, step to one side. When a boy and girl meet, the girl should be the first to speak. The boy should remove his hat and keep it off while standing and talking to her. However, instead of stopping on the street to talk, it is much more polite to walk with the girl in the direction in which she is going. A boy should remove his hat in an elevator when ladies are present, provided that the elevator is not too crowded. He should keep his hat on in busses, stores, and office buildings except when calling on someone in an office.

Never push or crowd on the street, in a store, or on a bus. Be careful to observe such little courtesies as holding a door for an older person, picking up a package dropped by a lady, and saying, "I beg your pardon," or "I

am sorry," when accidentally pushed against someone. You will get much better service and your shopping tour will be more pleasant if you are polite to the salespeople.

When going to church, try to be on time. If you are late, however, wait quietly in the rear until an interval when you can be shown to a seat. When a man and woman attend church together, the usher should lead the way down the aisle, followed by the woman, and then by the man. The man or boy should find the place in the hymnal. Above all things, do not giggle and talk during the service. Young people sometimes become quite annoying to those near them when they attempt to have a social visit at church.

WHAT IS EXPECTED IN THE WAY OF PATRIOTIC CEREMONIAL?

In Canada, when any of the following are sung or played at gatherings (either in the English or the French version): The National Anthem, "The Maple Leaf," "O Canada," it is usual to show respect. We also pay the same respect to the American national anthem on public occasions when citizens of that country are officially present. This courtesy is reciprocated across the border when Canadian citizens officially visit the United States to attend some function or meeting.

This respect is indicated by standing at attention, men with heads bared, while the Anthem is played or, when requested, by singing the chorus in unison.

We are, nationally, a little unique in Canada in that we have at present the Union Jack, the Canadian Ensign, and in the province of Quebec, the provincial flag, which is the Cross of Lorraine. For a number of years, the Federal government has given some thought to the selection of a single Canadian

flag for countrywide use, and designs have been accepted from the leading artist designers. Until the present, however, no agreement has been reached and no decision made on any change. It is probable that the majority of Canadians still regard the Union Jack as the country's flag, though there are many who prefer to pay their respects to one of the other two. It seems to make little difference which flag is honored as long as those honoring recall to mind the liberties and privileges represented and the obligations implied.

The flag should be displayed on a flagstaff only between sunrise and sunset. It should always be hoisted briskly and lowered slowly and ceremoniously. It should never be raised or lowered by any mechanical device. To raise the flag to half-mast, it should be run up to the peak for an instant and then lowered to half the distance between the top and the bottom of the staff. When lowering the flag after it has been at half-mast, it should be run up to the top and then lowered slowly. In military camps and on public buildings this routine is carefully observed.

No form of disrespect to the flag should ever be permitted. It should not be allowed to touch the ground or the floor or to trail in water. It should never be used as drapery, and when the colors of the flag are used for bunting, they should always be arranged with the blue at the top, the white in the middle, and the red at the bottom.

There is another ceremonial way in which the citizens of this dominion make a patriotic gesture. At banquets it is customary to offer a toast to the King. At the conclusion of the main course and before any smoking takes place, the chairman sounds the gavel for attention and, rising to his feet, demands a toast to the King. The gathering then all stand to

attention, leaving their glasses on the table, and sing the Anthem.

In cases where no musical accompaniment is available, the singing is omitted and there is merely a moment of standing at attention. At the end of a banquet, all take their glasses, extend the arm to full length at eye level, and then bring the glasses to the lips, after which the words, "The King," are uttered. The glasses are then returned to the table, and all are seated. In some cases, before touching the glasses to the lips, each touches his glass to his neighbor's glass.

An interesting exception to this practice is found on the occasion of banquets of the Naval staff; then the toast is offered seated. History informs us that the low ceilings in the ships of His Majesty's Navy used to cause much head-bumping on banquet occasions. One of the monarchs, as a kindly gesture, granted permission that the toast be offered while seated. Hence the custom.

DO YOU MAKE INTRODUCTIONS WITH EASE?

Throughout your life it will frequently be necessary for you to make introductions. There are a few simple rules which will make this quite easy. Always call first the name of the person whom you wish to honor. Introduce a less distinguished person to a more distinguished one; a younger person to an older one; a boy or man to a girl or woman; an unmarried woman to a married woman (unless the unmarried woman is considerably older). The only four times when a woman is ever presented to a man are the times when she is presented to a king, to the President of the

United States, to the Pope, or to a cardinal. Probably the best forms of introductions are: "Miss White, may I present Mr. Black?" or "Miss White, this is Mr. Black," or simply, "Miss White, Mr. Black," indicating each person by a smile and a nod.



When you are introducing a friend to your mother, you say, "Mother, I want you to meet Helen Ferris."

To introduce your mother and your teacher, say, "Miss Green, I should like you to know my mother," or, "Mother, this is Miss Green." When a boy introduces his girl friend to his parents, he says, "Mother, I should like you to know Bessie Brown. Bessie, this is Father." A girl introduces her escort to her family by saying, "Mother and Father, this is Harry Hord." "Harry, this is my brother George." Do not use such titles as Miss, Mr., or Mrs. when introducing members of your family unless, for example, they are older sisters who are married and have different surnames than your own. When introducing two people about your own age, it is

proper to call them "Mr." or "Miss." However, the titles are omitted when the occasion is very informal or when your young friends are being introduced to older people. If you do introduce your friends by their first names, always add their last names also. Don't say, "Mother, this is Jane," but "Mother, this is Jane Wardman."

If a person arrives late at a gathering, do not embarrass him by introducing him to a large number of people. Introduce him to a small group at a time. Or if it is a small gathering, you may say, "I want all of you to meet Miss Mason," or, "Miss Mason, this is Miss Clark, Miss Blank, Mr. Carter," and so on around the room. If each one is not personally introduced to every other guest, no harm is done. Being guests in the same house somewhat constitutes an introduction. When thrown with someone you have not met, simply say, "I am Violet Blue." The other person will then tell you his name, and you are properly introduced.

HOW DO YOU ACKNOWLEDGE INTRODUCTIONS?

In acknowledging an introduction, it is enough to say, "How do you do?" A boy always stands when introduced to anyone, even to another boy. A girl rises only when introduced to guests in her own home or when introduced to a much older woman. Men and boys always shake hands when introduced to each other unless the situation is such that it will make them appear awkward or conspicuous. A boy or man does not offer to shake hands with a girl or woman unless she extends her hand first. However, a woman should never refuse to shake hands. Girls and women do not usu-

ally offer to shake hands when being introduced unless they are hostesses.

Some exchange of pleasant comments should follow an introduction. It is the obligation of the person making the introduction to offer some little item of information about the persons introduced, in order to give them a basis for making immediate conversation. When bidding good-by to new acquaintances, you may say, "I am glad to have met you." They will probably reply by saying "Thank you" or by expressing the hope that you may meet again soon.

At a tea, a dance, or a reception, you may sometimes encounter a receiving line. When a girl and boy attend such a function together, the girl passes down the line in front of the boy, and they shake hands with each person in the line, saying, "How do you do?" or making some very brief comment. If they do not know the persons in the receiving line, they introduce themselves to the first person who, in turn, introduces them to the second person, the second to the third, and so on down the line. If either the girl or the boy is a stranger to those in the receiving line, the other one should make the introductions.

HOW ARE YOUR TABLE MANNERS?

Good manners should be a habit, and a habit can be formed only by constant repetition. The time to practice is at your own dining table and not at a banquet or formal dinner. It is too late then. Even though you may know exactly what fork to use and how to eat soup properly, if it is not second nature to you, you will feel clumsy and ill at ease.

Your mind will be on the technique of eating rather than on what is happening around you. As a guest in another's home, you are a representative of your family. Your conduct may be a credit or a disgrace. If your manners are not what they should be, observers will probably think that you had



Do you think table manners are unimportant? Then how would you like it if everyone disobeyed the rules as they are doing here!

no opportunity to learn at home or that you refused to be taught.

When eating with your family or in the home of another, take your place at the table and remain standing behind your chair until all have arrived, or until the person at the head of the table draws out his chair, thus giving the signal to be seated. A man or boy should assist the lady on his right to be seated. When at home, it is a nice custom for a boy to pull out the chair for his mother. When you are a dinner guest, watch the host to determine whether or not he intends to ask a blessing at the beginning of the meal. Afterward, lay your napkin, half unfolded, on your lap. Do not begin eating until the hostess takes the first bite.

The silver on each side of your plate is arranged in the

order in which it is to be used, beginning with the outer piece. If in doubt about how to eat anything served to you, watch your hostess. Keep your elbows off the table, and when your left hand is not needed, lay it on your lap. Do not play with your silver or your glass or wipe your silver on your napkin. After a piece of silver has been used, never allow it to touch the tablecloth.

Eat everything possible with a fork rather than a spoon. Such foods as olives, celery, radishes, small pickles, and potato chips are eaten with the fingers. Seeds may be removed from the mouth with the fingers. Use your knife only for cutting or spreading, and then place it across the upper edge of your plate with the cutting edge toward the center of the plate. Cut only one mouthful of meat at a time, and butter one bite of bread at a time. An exception is made in the case of hot biscuits and rolls which may be buttered as soon as they are served. Break your bread before eating it. Never bite into a whole slice of bread or a whole biscuit.

DO YOUR EATING HABITS OFFEND OTHERS?

Eat quietly and slowly, chewing your food with your mouth closed. Do not try to speak when your mouth is full. Carry the food to your mouth with your silver; do not stretch your neck to reach the fork or spoon.

Ask another to pass a dish rather than reach a long distance for it. Try to anticipate the desires of others at the table and pass things before they ask. Pass the sugar bowl and cream pitcher so that the handles are toward the person receiving them. When a serving dish is passed to you, take the piece of food that is nearest you on the dish.

When eating soup, do not crumble bread or crackers into

it; and if it is too hot, do not blow it. Use the side of the spoon, dipping the soup away from you. Avoid tipping the bowl. When consommé or bouillon is served in cups, you may use a spoon or drink directly from the cup. If the cup has two handles, it is all right to use both hands to lift it.

Stir coffee or other beverages once; taste with the spoon, if you wish; then place the spoon on the saucer and drink from the cup. Never drink with your spoon in the cup!

If you drop a knife, fork, or spoon from the table, do not pick it up. If you cause a glass or dish to be overturned, simply say to the hostess, "I am sorry." Do not continue to talk of the accident.

Take some of everything that is passed to you. If food that you dislike is served, try to eat a part of it anyway. Your hostess will like to think that you are enjoying your meal.

Avoid toying with your clothing, applying make-up, arranging your hair, or blowing your nose at the table. If you simply must cough or sneeze, hold your handkerchief over your mouth and turn your head away from the table.

After you have finished eating, place your knife and fork side by side across the plate. Fold your napkin and leave it at your place. If you are a guest for only one meal, lay your napkin unfolded at the left of your plate. Do not leave the table until everyone has finished eating and until your hostess has given the signal. If there is a lady at your right, draw back her chair and hold it aside for her as she leaves the table.

DO YOU OBSERVE ALL THE SOCIAL NICETIES?

When you spend the night with a friend, try not to cause any inconvenience to the family with whom you are visiting.

Be prompt at meals; keep your room in order; and enter wholeheartedly into any activities planned for your pleasure. When you leave after a visit of overnight or longer, be sure to thank your friend, his mother, and others who have helped to entertain you. When a bread-and-butter letter is called for, write it immediately upon your return home. You may also express your appreciation by sending an appropriate gift to your hostess.

Whether or not you carry on a social correspondence, there are often occasions that call for letter-writing. On such occasions, it is a matter of courtesy to write promptly, honestly, and sincerely. Cheerful notes may mean a great deal to friends who are ill. Letters of sympathy should be written to those who have had deaths or other tragedies in their families. A letter of congratulation should be written on the occasion of a graduation, a promotion, a wedding, or any other good fortune. It is obvious that a letter of thanks should always be written upon the receipt of a gift or favor. To neglect these obligations is to deprive yourself and others of a great deal of happiness and satisfaction.

There are many points of etiquette that can be read and studied from books. But merely to know the rules is not enough. They must be practiced until they have become a part of you. Then if an occasion arises when you do not know the conventional thing to do, simply do the thing that seems most logical and most tactful. The safest rule is "Do unto others as you would have them do unto you." If you always make kindness and consideration for others your first thought, you will find that good manners will not be a problem to you.

DRAMATIZING THE STUDY OF CORRECT MANNERS

1.

Prepare a question box into which members of the class may drop any questions concerning correct manners which may have puzzled them. These questions may be read by the secretary and discussed by the students.

2.

Bring to class samples of different kinds of social writing paper and discuss their good and bad qualities.

3.

Bring to class illustrations of various kinds of invitations. Discuss the proper type of reply to each.

4.

Work out some well-worded letters of condolence and congratulations. Discuss the features which these letters should include.

5.

Plan a skit for a family meal, including the seating at the table, pleasant family conversation, and a display of perfect table etiquette by some of the children and of faulty manners by others. The mother may quietly correct any errors. Those points which will be especially profitable to members of the particular home-room group should be stressed.

Or plan a skit in the form of a luncheon. The hostess may receive two guests, seat them at the table, and direct the conversation. One guest may use proper table manners, while the other does everything incorrectly. This can be made more effective when real food is served.

After the skit has been presented, discuss the good and the poor manners illustrated.

6.

Dramatize such introductions as:

- a. Two of your young friends and your parents
- b. A group of guests at a party
- c. Your date and a couple at a dance
- d. Your mother and your teacher
- e. Your friend and the chaperones at a dance
- f. Your boy friend, a young girl, and a married woman
- g. Your girl friend, your uncle, and your aunt
- h. Your grandfather, a young man, and a young lady

7.

Draw diagrams of the proper table settings for a formal dinner, an informal dinner, a luncheon, and a breakfast, indicating the positions of the plates, glasses, and silver.

In the list of books that follows you will find more information on how to conduct yourself properly and with poise on any occasion.

ALLEN, BETTY, and MITCHELL P. BRIGGS, *Behave Yourself!* J. B. Lippincott Company, Philadelphia, 1944, Chap. 3.

ALLEN, BETTY, and MITCHELL P. BRIGGS, *If You Please!* J. B. Lippincott Company, Philadelphia, 1942.

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Modern Letter Writers, Harper & Brothers, New York, 1939, Chap. 3.

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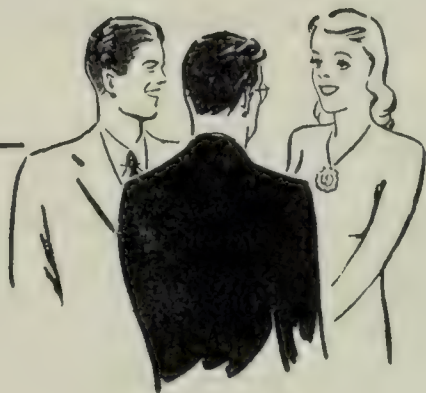
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13

ON GROWING UP



WHAT IS ADOLESCENCE?

Have you sometimes heard your parents and teachers refer to adolescence as if it were some dreadful disease? Adolescence is simply a period in which a person grows from childhood into adulthood. It is usually thought of as covering the years from twelve to twenty, or the "teens."

There are many ways in which the individual should develop during this period between childhood and manhood or womanhood. He should grow physically, mentally, emotionally, and socially. At this time he should begin to leave off childish habits and learn to behave like an adult.

It is easy to see a young person growing up physically. But the fact that a boy has reached a height of 6 feet does not mean that he is grown up in other ways. If he reads and spells like a fourth-grade child, he may be said to have a

mental age of ten years. If a girl of sixteen cries over small disappointments, pouts, slams doors, or hides herself in her room when she cannot have her own way, she is acting emotionally like a child of six. Even though a young person may dress and look like an adult, he is socially backward if he does not make introductions with ease or write "thank you" notes and bread-and-butter letters without being prodded by his mother.

WHAT IS MATURITY?

Do you sometimes resent being treated like a child? Do you feel that older persons do not realize how grown up you really are? Perhaps you have not proved to them that you can "act your age" on all occasions. Most parents and teachers are delighted to treat teen-age boys and girls as adults as soon as they begin to use mature judgment in their behavior.

Maturity is the stage at which a person is fully developed—not only physically, but in his actions, his thinking, and his attitudes. Persons are considered mature if they meet most of the standards of adulthood. To be sure, there are some men and women who continue throughout life to act childish in some ways.

The degree to which a person is grown up may be judged by his desire to work and not to play all the time; by his ability to make wise decisions and to overcome difficulties rather than to put off things and make excuses for himself; and by his farsightedness in planning for the future and in giving up immediate pleasures for the sake of future achievement. A mature person is expected to do the proper thing at the proper time, to control his emotions, and to accept

failures and disappointments intelligently and make the most of them.

WHAT ARE SOME IMMATURE HABITS?

A group of high school boys was asked to mention some of the immature actions of adolescent boys. They listed the following:

Acting silly

Showing off to get attention from girls

Scuffling in halls and classrooms

Knocking books out of other students' arms

Talking back to teachers

Creating a disturbance in a classroom or in the library

Slamming locker doors

Drawing obscene pictures on rest-room walls

Failing to appreciate the accomplishments of others

Destroying public property (tearing placards from busses, breaking street lights, marring school furniture, etc.)

Destroying one's own property (writing in textbooks, scuffing shoes, etc.)

Failing to clean up after oneself

Failing to appreciate the sacrifices of parents

Driving a car fast and recklessly

Ignoring the feelings and wishes of others

Failing to do one's share of work about the home

Neglecting to care for pets

WHAT ARE SOME MATURE HABITS THAT YOU SHOULD DEVELOP?

There are certain actions that are considered normal for persons according to their ages. Children who do not do

most of the things that are expected of them at their particular age appear backward. It is normal for a five-year-old child to be able to dress himself. If he can do this when he is three, he is advanced for his age. If, however, he still has to be dressed when he is seven, he is not growing up in this respect as rapidly as he should.

It is not expected that a high school boy shall act like a man of forty, nor yet like a child of four. You may be as grown up as a young person of your age is expected to be, or you may be even more grown up than the average person of your age. However, if you want to be sure of appearing mature and of being treated as an adult, there are definite habits which you must develop.

Learn to accept responsibility. People become mature by assuming obligations and by having to do things for themselves and others. Many boys and girls show very plainly that they are adolescents by feeling abused and even by saying unkind things to their parents if they are asked to perform small tasks about the home. A girl in her teens should be able to take full responsibility for the preparation of a meal or for the care of a child or a sick person. There is no reason why an adolescent boy should not also be able to do these things, in addition to firing the furnace and mowing the lawn without being reminded.

One young girl remarked that she was glad Jimmie did not have any money because it would be so romantic to start life together on love alone. She was completely oblivious to the fact that her mother was at that very moment doing the family washing while she herself sat dressed up watching her from the basement steps. It had not occurred to the girl that she was shirking a part of her responsibility and train-

ing. If she marries Jimmie, it will be necessary for her to do the laundry as well as all the other work of keeping house.



If you've been playing too much, your grades will show it. Your parents don't mind your having fun, but they do want you to get something out of school because they know what it means to your future.

What an opportunity she is missing by not sharing in the work of her own home!

Adolescents often lose sight of the fact that they have a great many things done for them at the expense of others. Their clothing, lunch money, bus fare, and books are usually provided for them. Meals are cooked, dishes washed, beds made, floors scrubbed, clothes laundered, the furnace

tended, and many other things done for the comfort and convenience of all the members of the family. Boys and girls who are mature take an active part in keeping the home clean and attractive. Without waiting to be told to do so, they relieve their parents of many of the daily tasks that must be performed.

Parents take a great deal of pride in the success of their children. In fact, many of them live again in the lives of their sons and daughters. The only payment they hope to get in return for the work and the expense of rearing them is for these young people to grow into successful and worthwhile adulthood. While boys and girls are still in school, their success must necessarily be measured by their report cards, citizenship records, and personality ratings. A poor school record indicates that a person is not measuring up in competition with his classmates and is not maturing mentally.

Boys and girls who are approaching maturity owe it to themselves, as well as to their parents, to succeed in their biggest job—schoolwork. Some young people seem to be in high school merely to have a good time, and when lessons interfere with their fun, the lessons are neglected. However, the majority of students are seeking an education, security, and advancement. Perhaps they are grown up enough to understand that the success a young person makes during his school days is the foundation of his future life. An adolescent who is still immature in his thinking behaves in a silly, childish, irresponsible manner. He frequently displays his immaturity by failing to do his homework, by neglecting to complete his notebook, by losing his assignments, and by offering excuses for his poor work.

One who is becoming mature in his actions has a more serious attitude and realizes that everything in life is not to be judged by the amount of fun he can get out of it. He regards school as a privilege and not as a jail sentence. He takes the blame for his own shortcomings and misdeeds without deceiving his parents and getting them to protect him from the consequences of his actions. He assumes the responsibility for preparing his lessons without having to be prodded.

Learn to use money wisely. One of the specific ways in which an adolescent can demonstrate his maturity is in the use of money. Your source of income may be an allowance from your parents or it may be your own earnings from a part-time job. No matter how much or how little money you may have at your disposal, it is important to budget your income so that it will cover all your needs. It is a childish habit to use all of one's allowance at the first of the week and to have to ask for more to meet current expenses toward the end of the week. A person with a more mature attitude will earn enough to take care of small needs without begging his parents for extra money or an advance on his next allowance. He will have definite, well-thought-out ideas about earning, spending, saving, and giving money.

The time to learn to handle money is while you are still in school. If you cannot manage to save while your income is small, you will have a difficult time learning this lesson when you are earning your own living. It is usually possible for a high school boy or girl to put aside a little each week, even if it is only a nickel or a dime. The important thing is to get the saving habit so that there will always be a reserve fund for some unexpected expense. You may need money

for a new bicycle or a season basketball ticket. Or you may find a great deal of satisfaction in starting a savings account at the bank or in making small, regular investments in a building-and-loan association. It is surprising how rapidly such a fund can grow. It may even be the beginning of your savings for college.

There are many ways in which expenses may be cut so that there will be more money to add to the savings account. However, it is never economy to deny oneself a well-balanced diet. In fact, it is an indication of very poor management to go without lunch in order to have more cash for dates or for soft drinks at the drugstore after school.

Knowing how to spend wisely is just as important as knowing how to save. Boys and girls sometimes make themselves unhappy by fretting and whining for things which they cannot have and do not need. If you are childish enough to wish for a great many things just because you happen to see them, you should make a practice of deciding whether or not these things are real necessities or whether they are simply passing fancies. When your parents cannot afford to gratify your whims, do not hurt them by complaining and telling them that other parents do more for their children.

Many persons who are physically mature are very unwise in their spending habits. Those who have never learned to keep their wishes and their purchases within the limits of their incomes find themselves constantly in debt. It is not unusual to see persons whose spending for personal pleasures and trifles seems out of all proportion. A great deal of money is wasted on costume jewelry and novelty goods that go out of style quickly. Government studies show that to-

bacco takes more out of the average family pocketbook than expenditures for reading and education. It has an even larger place than movies in the average family budget.

The young person who spends his income lavishly on fancy marshmallow nut sundaes and then buys a shoddy sweater is using immature judgment. He would have a great deal more to show for his money if he treated himself to an occasional ice-cream cone and bought a more substantial all-wool sweater. The wise buyer considers not only how clothes look and feel and what the crowd is going to think of them, but he also looks at the fabric, the workmanship, and the style, and inquires about the shrinkage and the fastness of color. Learn to get your money's worth by buying good quality merchandise, whether it is clothing, a tennis racket, or a fountain pen.

In addition to spending and saving, it is important to be able to give wisely. Church, charity, and special days which call for gifts make their claims upon one's income. It is a virtue to give generously and graciously. However, some persons use very poor judgment in their giving. Be sure that the causes to which you make contributions have been investigated and found worthy. It is sometimes a poor policy to establish a precedent by giving too extravagantly on birthdays, Christmas, and other special occasions. The boy who does without lunch for a month to give his girl an orchid to wear to the dance probably makes no more lasting impression than the boy who carefully considers what he can afford to spend and buys violets. It is a mark of immaturity to deny oneself the essentials of life just in order to make a false show before one's friends.

Learn to budget your time. Adolescents often insist upon spending all their time on the things they like most. Sometimes they allow athletics, dramatics, dates, movies, and dances to crowd out their schoolwork. Adults have obligations and responsibilities that must come before pleasure. They can spend only a limited amount of time doing exactly the things they want to do. Before one can be considered grown up, he must have learned to put first things first. Sports and recreation are absolutely necessary in a well-rounded life. But they should not be allowed to interfere with work and lessons. A mature person plans his activities so that there is sufficient time for rest, play, work, and study.

A good schedule provides some time each day for reading. Perhaps you spend a fair portion of your time in this way. If so, how mature are your reading habits? Do you lay the newspaper aside after you have seen the comics and the sports page? Do you prefer picture, story, and movie magazines? Are the books you read limited to very light novels? The reading habits of a lifetime are often formed during high school days. Be mature in your choice of regular reading matter. Make it a practice to include a good daily newspaper, a weekly or monthly review of world events, a good magazine, and some fiction, biography, poetry, history, and science.

Learn to control your emotions. Anger, fear, grief, jealousy, joy, surprise, and other strong feelings are called "emotions." The way in which a person is able to keep his feelings under control indicates whether or not he is emotionally grown up. A young person who throws, slams, and breaks things and makes unkind and bitter remarks when he is angry certainly is not "acting his age." You proclaim to the world that you



When you find you're missing out on some important fun, it may be because you left your work for the last minute or didn't budget your time so as to include everything.

still feel and think like a child if you become grouchy when you cannot have your own way; if you are afraid of the dark; if you are jealous of other members of your family or of other students; if you must have someone to tell you what clothes to wear; if you must have all your activities planned for you; or if you use illness as an excuse. There is no better example of emotional childishness than the high school boy or girl who gets his parents' sympathy by appearing abused or by exaggerating some happening at school and thus persuading his parents to take his side against the school authorities.

WHAT CAN YOU DO ABOUT GROWING UP PHYSICALLY?

There is nothing you can do about your profile, the color of your eyes, or the size of your ears. But there is a great deal you can do about building the kind of strong, healthy body that makes living a pleasure. Many physical defects can be corrected if they are taken care of in time. Your vision, your hearing, your heart, and your lungs should be checked frequently while you are growing up. A little repair work at the proper time will help you to get a lifetime of service from your body, while neglect and strain may cause permanent damage to some of the organs.

It is a sign of immaturity to fear the physician and the dentist. It is also an indication of childishness to have to be reminded to brush your teeth. Look around and you will see numerous examples of yellow, decayed, unattractive teeth. A smile cannot have much charm when it so plainly shows that its owner does not believe in using a toothbrush.

A great many adolescents are unhappy and embarrassed because of poor complexions. One of the best remedies for

this condition is the will power to resist candy bars, soda-fountain drinks, ice cream, cake, and rich pastries. Instead of an excess of these foods, there should be an abundance of milk, cereals, fresh fruit, and vegetables in the diet. Plenty of soap and water will also work wonders for most complexions.

Because they are growing so rapidly, adolescents should have plenty of rest. Too many boys and girls let movies, dances, and late parties deprive them of the 9 hours of sleep that they so much need. Sunshine and exercise are also essential for sturdy, growing bodies.

DO OLDER PEOPLE UNDERSTAND YOU?

A great deal is heard about the problems of adolescence. It is true that persons in their teens, like persons of every age, do have their problems. But most of them are not so unusual or so hard to understand. Levelheaded young men and women can solve a great many of their own difficulties by careful thinking and planning. However, they sometimes make the mistake of feeling that they know all the answers and have no need of help from anyone else. They think that parents and teachers are so old that they cannot possibly understand the viewpoint of youth. An older person does not have to dress in the high school fashion and use all the latest slang expressions in order to understand the things that puzzle boys and girls.

Just as you know that a little child really has no reason to feel so miserable and deserted when his mother leaves him for his first day at kindergarten, so older persons can understand and sympathize with you in many of your prob-

lems. The chances are that they have had the very same experiences that you are now having and they may be able to offer you a great many helpful hints if you will only give them a chance.

It is a mark of immaturity to be shy and secretive with one's own parents. Take your mother and father into your confidence. Tell them about your friends, your dates, and the good times you have. Their opinions may seem strange and old-fashioned to you now, but within a few years you will probably be surprised to discover how right your parents were.

DO YOU HAVE A PHILOSOPHY OF LIFE?

As you grow older and have to face the problems of the adult world, you will need to have your own personal attitude toward life in general.

Learn to look at everything in its proper perspective. Even though the worries of the present seem so large at the time, they may be quite insignificant in the long run. Your whole world will not fall in ruin just because you do not have a new formal for the class dance. The bottom will not literally drop out of everything because you did not make the football team. Never lose sight of the fact that no matter how dark things may look today, they may be brighter tomorrow and the next day. You will be much happier when you have learned to accept disappointments with good spirit.

Life is going to be a struggle. Learn to face your problems and figure out ways of overcoming them. Do not whine and fret because you feel that the world owes you something better. Everyone cannot be wealthy or famous; but everyone can have a happy and satisfactory life. A comfortable home,

an interesting job, a family, and friends may bring much more joy than riches. However, these things will not come to the person who simply sits and waits for them. Decide what you really want from life and then work to make your dreams come true. Direct all your energies into becoming the kind of man or woman you want to be. Do not let small disappointments or small pleasures prevent you from working toward the goal you hope to reach 10, 20, or 30 years from now. Life is much more interesting to the person who has a definite purpose in living.

While you are planning your life, do not neglect to give it a good religious foundation. When boys and girls reach adolescence they usually begin to wonder about spiritual things and about the real meaning and purpose of life. Youth often feel self-sufficient. However, through belief in something greater than themselves they can learn to accept things as they are when they cannot be changed; to be understanding, forgiving, and unselfish with others; and to have a wholesome philosophy concerning life and death.

Religion is a personal matter to be worked out by each individual in his own way. No matter what your creed or belief, there will be times when you will need faith in a higher power that is greater than yourself. Your life will be more complete if, in addition to receiving help and comfort from your religion, you are willing to give some of your time and energy to religious work.

WHAT WILL YOU ACCOMPLISH IN HIGH SCHOOL?

When you receive your high school diploma and set out to find your first job or leave home to enter college, you will feel that you are leaving your childhood days behind you.

If, when that time comes, you want to be accepted as an adult, you must make good use of your high school years.



When you reach graduation day, you should have some well-made plans for the next step ahead.

In addition to earning credits, you should accumulate as much knowledge as possible. Competition is keen in college

and in the business and industrial world. The fact that you have graduated from high school will not mean much unless you are well-trained and competent.

While you are still in high school, try to develop a strong character, a pleasing personality, and good habits. Learn some skills that will help you to earn a living, to pay a part of your college expenses, or to enjoy your leisure. Study yourself. Try to recognize your handicaps and your abilities so that you will be prepared to choose for your lifework some occupation which you will enjoy and in which you have a fair chance for success. Make a study of the vocational world in general and of the particular occupation in which you are most interested. See to it that you reach graduation day with well-made plans for the next step ahead.

CONSIDERING MATURE AND IMMATURE HABITS

1.

On page 227 are listed some immature actions of high school boys. Study this list and try to add to it. Make another list of immature actions of girls. Make a third list of mature actions of high school boys and girls.

2.

Name the physical, mental, emotional, and social accomplishments which you think a person should have attained at first grade; at fourth grade; at sixth grade; at eighth grade; at tenth grade; and at twelfth grade.

3.

Discuss the difference in the responses that you would expect from a mature person and an immature person in each of the following situations:

- a.* Having occasion to introduce people
- b.* Being in a class whose teacher is not present
- c.* Watching the school team lose
- d.* Seeing a person seriously hurt
- e.* Receiving a report card with grades lower than one thinks one should have received
- f.* Observing a snob hurt the feelings of a fellow student
- g.* Meeting a new student for the first time
- h.* Attending an important dinner
- i.* Entering a library
- j.* Observing a person destroy public property
- k.* Having an afternoon at one's disposal with no particular plans
- l.* Having a lengthy book report assigned several weeks in advance
- m.* Having to give up at the last moment a long-planned trip

4.

Enumerate some of the present-day fads that have spread among the students of your high school. Usually these fads in wearing apparel, expressions, and recreations are quite harmless, but they mark their followers as adolescents.

5.

Discuss the essentials of a well-balanced school lunch. Mention examples of poorly chosen lunches which you have seen in the school cafeteria. Plan several good lunches that may be purchased for the average amount spent for lunch by the students of your school.

In the list of books that follows you will find more information on the subject of growing up:

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